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ABSTRACT

This report focuses on the issue of preparation and training for those who work with delinquent youth. It is the intent of the editor to demonstrate that the issues involved in youth worker training are both significant to him and relate to the core of modern social development. It is pointed out that, in today's world, we are witnessing a dissolution of traditional family structure, a continuing movement toward fragmented urban life with its mode of interpersonal alienation, and the ongoing disenfranchisement of minority group populations. These factors are, among other things, creating and widening what is most commonly called the "Generation Gap." It should be apparent, therefore, that those issues which are most appropriate to the training of youth workers, who deal with adjudicated delinquents, have much broader implications for the areas which involve society's relationship and focus on all youth. (Author/CK)

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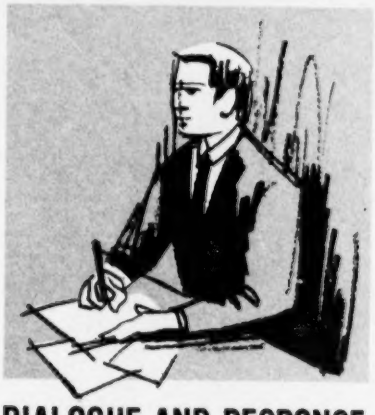
TRAINING YOUTH WORKERS IN THE FIELD OF JUVENILE DELINQUENCY



DIALOGUE AND RESPONSE

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Calvert R. Dodge, Editor

TRAINING YOUTH WORKERS
IN THE FIELD OF JUVENILE DELINQUENCY

DIALOGUE AND RESPONSE

CALVERT R. DODGE, EDITOR

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INTRODUCTION

In his introduction to *Dialogue on Youth*, John McCabe suggests that an urgent need exists for every individual to understand the critical issues which affect his society and that upon injesting the information necessary to understand these issues, it is imperative that one assume an activist stance regarding the viewpoints of various "experts." Basically, McCabe argues that knowledge regarding human social issues is useless so long as the absorber remains a passive accepter of the information.

This report may seem to focus on only one small part of the critical issues of our times - the issue of preparation and training for those who work with delinquent youth. Much to the contrary, it is the specific intent of the editor to demonstrate to the reader that the issues involved in youth worker training are both significant to him and relate to the very core of modern social development. In today's world, we are witnessing a dissolution of traditional family structure, a continuing movement toward fragemented urban life with its mode of interpersonal alienation, and the ongoing disenfranchisement of minority group populations. These factors are, among other things, creating and widening what is most commonly called the "Generation gap." The youth of this age are increasingly identified as an alien minority, when actually population studies indicate that 50 percent of the total population will be under 25 by the year 1975 or sooner. Really the majority, treated as a second

rate minority, youth are presently disenfranchised through voting age requirements, child labor laws, the functional deprivation of constitutional rights in legal proceedings, and other areas relating to power and influence wielded in discriminatory fashion by "adult society." In fact, today's youth are largely equated with delinquent sub-culture by the adult "majority" on an *a priori* basis. This is particularly evident in the hippie and drug culture phenomena of today as was previously the case with such groups as motorcyclists. The adult society has associated delinquent behavior with non-delinquent phenomena as a result of the adult characteristic to perceive all youth as a devient identity.

One would not be far remiss in interpreting the adult of establishment attitude toward radical political and academic movements as a part of this stereo-typic process. The actions of these groups are most typically understood and reported as subversive, i.e., criminal. More gentle remarks categorize them as "idealists" with the implication that they are being controlled and lead by some conspiratorial agency or other. Youth are seldom accepted in the light of a constructive or objective critic when they voice their observations of adult society. It should be apparent, therefore, that those issues which are most appropriate to the training of youth workers, who deal with adjudicated delinquents, have much broader implications for the areas which involve society's relationship and focus on all youth.

This topic of training takes on a more urgent and vital character when one recognizes some other significant trends in this century's urban and technological society. The responsibility for socialization - including

education, discipline, and value orientation - of the young is being relinquished by the family unit. We have turned to specialization and computer operated organization. Quite frankly, traditional means, structures, and institutions have proven out-moded and inadequate in defining relevant "rites of passage" for our youth into the complex social and technological world of today. The harm develops because people have given up to the "experts." People have come to identify the technician with the technological apparatus he has built and operates. There has been a forgetting that the "expert" is additionally a human being, as fallible and feeble as any other within the system. It must also be recognized that the public in a viable democracy is and *must be* the final expert regarding social concerns. Passivity within this context will serve to insure a disintegration and final collapse of our society. The expert quickly reaches his "human" limits and begins to dysfunction without the active support and participation of the citizenry. The reader should understand that his opinion on the subject of youth worker training is needed in order to preserve the human side of our technological society. How are and how should these tasks be defined in our society? What role does the power group have and what role does the citizen have in developing these task definitions? What should be the resultant training curricula and devices? Should the juvenile delinquent or past-delinquent have any say-so in the development of a training program for those persons representing the society originally responsible for labeling him delinquent? Is knowledge concerning youth workers restricted to youth workers? We, who have been involved in developing this dialogue, believe not! We need expert opinion

and the sanction of power opinion. We need clients' opinions - past, present, and potential. We need the opinions of citizens who will never meet a youth worker. We support collective, ongoing, and meaningful dialogue between everyone as the most reasonable and human method for reaching our goals. Only when opinions are utilized and integrated into the system of knowledge, can a democratic process be in existence. We believe it to be dysfunctional to shut out extra disciplinary ideas and discussion. If we cause you, the reader, to participate further in our dialogue, we have succeeded. If you remain uninvolved, everyone is diminished, and we have failed. Your response might be local, but we want to encourage interaction with us. Communicate to us through the

Colorado Youth Workers Training Center
State of Colorado
Princeton Circle
Fort Logan, Colorado 80115

Your efforts will be included in the continuing dialogue towards youth worker improvement. If you have specific interests we will attempt to provide you with the pertinent data, resources, and support as is available to us.

Some brief comments are necessary by way of introduction to the following dialogues. A curriculum development conference was held in Vail, Colorado for three days late in September, 1969. It was attended by a variety of youth workers and relevant, related occupations. About forty persons participated in the dicussions. The mood and involvement ranged from parochial to eclectic. It was a time for fermentation and production. The subsequent dialogues capture some of the flavor of the conference.

There was a certain amount of task orientation provided for the participants-specifically to determine parameters for the establishment of a unique training center for youth workers to be located at the Fort Logan Mental Health Center near Denver, Colorado. The primary objective of the training center is to serve youth workers throughout Colorado in their ongoing professional and educative needs. The conference was assigned five tasks: to develop the assumptions and rationale underlying the need for a training center; to decide who should receive training and priorities; to establish what the relevant training needs are for these workers; to provide guidelines for organizing and teaching courses; and to plan appropriate curricular. In order to allow for an efficient approach to these issues, and hopefully to maximize accomplishment, the participants were divided into small groups of triads.

Upon receipt of the first task, the groups of three met and discussed. When these discussions were terminated, the triads reformed into the larger group for a reporting-back. The tasks were approached in order and the general discussion following each produced the dialogues which are recorded in the subsequent chapters. They should be read and understood as a process - productive, provoking, and unfinished.

After these initial dialogues, we developed a field research project and selected youth workers to visit twelve training programs for youth workers in the United States. This project is explained in Chapters VII and VIII. After this initial research a description of the birth of the COLORADO YOUTH WORKERS TRAINING CENTER and some suggested training curriculum for youth workers is presented based on experiences in 1970 and 1971, as well as earlier planning.

CHAPTER I

The Dialogue
WHERE ARE WE

In a preparatory session, the group addressed itself to general issues and training concepts. The conversation developed around central problems related to the nature of training programs, definitions of a youth worker, and the relationship of worker training to his values and style of operation. The tone of the dialogue appeared to be mainly a challenge toward traditional approaches and operating techniques. The theme was a search for training approaches which would allow for effective intervention into the system and cause positive movement toward a better scheme of youth service.

Mrs. Judge W: I ask--who needs the training? Everyone connected with youth in some way. Understanding of the juvenile code which necessitates classes; a definite understanding of youth--their problems, viewpoints, backgrounds; primarily I desire to work with youth--understanding of which department to refer the child so he gets the most help; be able to counsel with the child; training in legal law; specialization by classification, as each department has different needs as probation officer, juvenile officer; patience, interest; course in understanding of what each job consists--particular duties and goals; criteria of each job--who is qualified and why; what are the specifications of each job; on-the-job training along with formal training; set minimum qualifications state-wide; extended classes to keep up-to-date; professionalism in all areas; cost of failure-rise in crime; juveniles need help of some kind to prevent future crime by

helping at juvenile age; cut down on expenses of harboring criminals in state institutions.

Mary O: I challenge the assumption that values of youth workers are necessarily the "right" ones--being predominately middle-class. We must develop means of enabling youth workers to assist youth in achieving goals within youth's value system. This implies that the worker must experience social strata other than his own and develop insight into various subcultures. Distrust of kids for adults viewed as phoney. We need to find ways of facing oneself like sensitivity training, among others. Not needing the front when dealing with kids, developing insight into self.

We should drop stereo types regarding kids (theirs toward us are bad enough), and see them as emergent individuals in a particularized environment. Level with kids and don't bury their cop-out. More interest and activity in prevention of delinquency. Reexamine attitudes toward authority. Identify problems of youth workers in altering behavior. More emphasis on child setting his own goals and working out means of implementing them;presently the worker is likely to set goals and make a plan without much reference to child's needs and values.

James D: The setting for trainees includes any system or program dealing with adolescents and/or delinquents. The purpose is to provide generic training aimed at "kid-oriented" programming, i.e., programming to understand and to solve problems of youth as opposed to programs designed for the comfort of the professional.

The assumptions are that the traditional training programs have

been ineffective for the following reasons: (1) primarily stressed inter-agency understanding; (2) have ignored their primary function of understanding and being understood by the youth being served. The majority of youth workers represent norms and attitudes of "middle-class" society. The youth being served do not necessarily hold norms and attitudes of "middle-class" society, nor will they find them logical or acceptable. They have their own well-defined value system which must be understood by the youth worker to be effective. The traditional training programs and selection methods are incompatible in producing effective youth workers.

Chuck G: Change is the order of the day in training, and I feel that there should be a change of the methods of defending juvenile delinquents. And we do need to make old dogs do new tricks. The need to teach old staff that there are new methods of working with youth that they can learn and use is important. We need more work in the area of pre-court knowledge of the child. The new approach to juvenile delinquency is no good. The law should be developed and changed to fit the need of the new social environment today.

Dick S: We always start with definitions such as these: What is the job? What tools are needed to complete this job or jobs? What do people feel about what they are doing such as sensitivity--feelings about authority? How to establish an understanding of all agencies involved in working with youth? How to accept a person but not his anti-social behavior? How to train workers in the state of Colorado in working with youth in a preventive way as well as rehabilitation? How to understand what causes delinquency or

or antisocial behavior? What about the flexibility of workers? But the question I ask is what alternative starts towards training can we make beside the traditional?

Will F: We have a big challenge as I see it, with youth workers trying to instill their assumptions and values on the youths. I think we as youth workers should first try to identify the youth as an individual, then in terms of the present problems. These include family, school, and community as well as the social standards.

Lack of communications between family, child, and youth workers are the result of lack of insight and not being able to appreciate the other's point of view. We should level with youths--be honest, make no promises we are not able to keep. Should show more interest in prevention of delinquency; should have more training in group counseling; better inter-agency relationships; more emphasis on child setting his own goal. Can we handle this challenge?

Jay S: As a juvenile police officer, I see the picture like this: Training needs for youth workers vary from job to job. No basic course would benefit all youth workers; training should be specialized per job description; should have one class for all in the goals of the different agencies; should have knowledge of what other departments do; should have formal training by professional people, as well as on-the-job training. Training must fit the current times--new laws, new techniques, new concepts, new agencies. We should have training in communication between people in different agencies--formal and informal communication. We should have training in communication

with the child in relation to the job one is performing. We should have training in the different programs that the different agencies have available. Through training and understanding of the role of other agencies, you learn what they can do to help you and what you can do to help them. In police work there are very few formal schools available. The ones that are available, the cost always appears to be too high to send personnel.

Chuck Z: I can't deal with these "big" pictures. As I see it, we need to define what you mean by "youth worker." And who needs training? I think we need to narrow it immediately to the professional paid workers in the field. Juvenile police officers need training in the law (Colorado Children's Code) and police techniques. What about referral and informal handling in the policeman's job? We need counseling on police level. Should have specialized training needs for different areas of youth workers. General or beginner training programs are not as valuable as advanced, highly technical programs. The training program should be specialized for different job areas and their needs. Should have minimum basic standards and training in all areas--police, probation, institutional workers, welfare. Money should be geared towards preventive care at an early level in such things as training, facilities, and higher professional standards. Individual programs and development should be directed towards needs. There should be coordinated efforts among agencies.

Judge M: Training of youth workers today requires a concentration in the understanding of general gaps between child and worker. The youth worker

must understand the child's situation and more importantly, how the child feels about his situation. On the question of drugs, the worker needs to know why a youth experiences drugs, how they feel about use and experience with drugs and why they continue the use of drugs. We need to understand the problem of communication between worker and child and also between agencies.

Bill T: As a police science instructor, I feel we should deal with the child's problem or teach the child to deal with the problem, which one? We must understand the youth's problem before anyone can deal with it. We should have training to treat the causes (youth worker training). How do we get to know young people? Through parents? What they want? What their goals are? And we need to answer these questions. Will the youth believe the worker? How do we get him to believe? How do we get him on our side or all get on his side?

Judge D: I'm interested in this thing - but I feel we need to do these things. We need to evolve a meaningful training program. We must first define the purpose of the program. Our group agreed that the purpose was to train youth workers to do a better job. Who are "youth workers"? What does "better" mean? The purpose of all of the disciplines represented is to help young people learn to live in their environment. By "live" we mean conduct, self-image, purpose--all within norms set by our society. We do not mean imposition of our own values--an insistence on doing things our way. The object of our effort is a child whose conduct or status invokes a form of legal intervention. What is our concern? It is to

intervene in a helping, but legally proper way to modify or change the child's conduct or status so as to disengage the intervening agency at the earliest stages. In other words, to restore child and family to state where continuing intervention is not needed.

James D & Orlando M: Jim and I feel that "purpose" is number one. The purpose of this dialogue is to develop a general curriculum for youth workers' in-service training. It is anticipated that further developments in general curriculum studies will follow since it is not the intent that the suggested curriculum would be applicable in all instances. Also, curriculum development is a continuing matter bringing in new innovations and/or modifying those proposed in this volume. Assuming that the problem has been identified, and identification has been made of who should receive the training, what they need to know in regard to performance or behavior required to reach our goals emerges as a basis for the development of a general curriculum for youth workers in-service training.

Chief H: Let's look at this picture as we attempt to plan training. Fifty percent of juveniles involved in delinquency (in Denver) have only one experience with the justice system; 37 percent have two experiences; and the remaining 13 percent have three or more experiences. This 13 percent commit more than 50 percent of the delinquent acts committed by all juveniles and case experience has shown that each successive experience with juvenile justice makes it more unlikely that the juvenile offender can be rehabilitated. If this is true, then perhaps any training for youth workers should be pointed in the direction of helping the early offender in a preventive

manner even to the extent that less rehabilitative attention could be given to the "repeater." For the long haul this seems to me to be the sensible and logical approach.

Len B: As a director of a street academy, I asked myself why am I working with kids and how do I deal with the problem. ThenI ask what is the problem? Perhaps it is our age - can you use training to help. We're 46, 51, and 36 years old. How do we know the kids? Judge M suggested that we get facts and history, then talk to parents, talk to him, and learn about youth. As a person, children 16 and 13 see things differently from their adolescent viewpoint. Bill learns from children 12-26. Both Bill and Bob admit to a qualitative difference in this generation. Can any trainee share youth experiences at these older adult ages? We need moral honesty, not legal honesty. How do you make yourself believable? I concluded after my dialogues, that people here (most of them) are willing only to change a shade. They are afraid to risk making a color change. Understanding one's own fearfulness is the beginning of understanding (discovering) subpeers.

Bob M: It's the age-old problem of numbers of people and how we work with with them. Fifty-four percent of the delinquent acts are committed by 13 percent of the offenders who are constantly recidivists. If we could work with the 13 percent effectively, we would really be effective in youth crime prevention. Generally speaking, we should consider training in relation to laws and their effect on the juvenile, adolescent psychology, communication skills, limits and extents of authority of work, know

yourself in limits and abilities, and last but not least, youth, in addition to the worker, needs to know that institutions are not much more than cages--that they stand a good chance of coming out worse than when they went in.

Judge D: There is a need for a coordinated training effort so that it cuts through an organization. For example, training of persons on a power level can create problems if their superiors are not aware of the purpose and the results of the training. Often the trainee learns new behavior and new terminology and through their use creates anxiety in his superior. The training has created a gap in this instance. The superior does not understand his subordinate, nor is he involved in the restructuring of the job situation. It is important, therefore, not only to be aware of the immediate training goals, but also to coordinate the training so the ramifications for all other organizational levels are understood.

Motivation for training appears to be a serious problem. How can people be motivated so that the training effort is not nullified? One of the ways is through the use of training techniques that involve the trainees in the training. Present pessimism about training is based on the non-involved methods such as lectures and films.

Involving the trainees results in a focusing of the training on real problems that have application to the job. It is in the areas of relevance that one of the weaknesses of training lies.

Training can prepare people to assume greater responsibility. In-service training, although it focuses on present problems, is also concerned with the future. The training process is both a means of achieving immediate

goals and a method of preparing personnel so that they will have the flexibility to modify their job behavior in line with future requirements. In this sense, in-service training is not a one-time event in the career of the employee but a vehicle for continuous growth.

CHAPTER II

TASK 1: WHO TO TRAIN

From the introductory remarks Chapter I, we move into the first of four tasks given to those assisting in the development of general in-service training for Colorado's youth workers. The triads reported back about the rationale behind training for youth workers and who needs it? Excerpts from this dialogue and a compilation of job titles follow.

A summary of the participants' views was made by Jay Spencer, juvenile police officer from Fort Collins, Colorado. "Present training programs at this time are almost non-existent; the few that are available have costs attached to them which automatically closes them to many of us. Time away from job is a factor but not if the training seems worthwhile and can be utilized immediately."

Dick S: "Amen to Jay's summary, but also we need to provide a better base and a more uniform system within the total system."

Dean L: "Youth are before our courts because of some behavioral problem not condoned by society: truancy, run-away, law-violation. Our ultimate goal is to change this behavior pattern. To do this requires highly trained personnel and thus what better a rationale."

John L: "Perhaps our society is finally facing up to its own double standard process and is beginning to accept the current philosophy of many--that self-awareness, honesty--are prerequisites for helping others. If the task is to confront youth with limits and with new patterns of worth in the youth's value system, that worker had better come with clean

hands, with his own house in order. It means dissolving youth's suspicion, mistrust, prejudices against adults. It means working at the difficult task of opening channels of communication and keeping them open. Until these things are trained in and kept in each youth worker's own internal system, no (or very little) treatment can occur. Realism is a key here."

Arlyne P: "Expressed needs of trainees which are satisfied by the training is the basis for a successful project."

A firm majority of the participants in the project agreed that these are the youth workers we are thinking about, but not necessarily limited to this list:

Lawyers
Judges
Probation officers
Psychiatrists
Counselors
Teachers
Social workers
Truant officers
Volunteers
Public Welfare reps.
Religious reps.
Parents of youth
Court staffs
Sheriffs
Police officers
Special investigators
District attorneys
Town marshals
Diagnostic Center workers
Mental health workers
Institution personnel
Power people
Detention facility staffs
Foster homes' staff
Street academy staffs

Sub-professionals
Recreation workers
Custodians
Employment counselors
City planners
Administrative personnel
Assistant principals
Boys Clubs, Boy Scouts,
Big Brothers, church Partners
youth staff

CHAPTER III

TASK 2: YOUTH WORKERS' NEEDS IN THE TRAINING SPECTRUM

Traditional approaches, melded with innovative approaches to the question of *needs*, seemed to be the pattern. Here are the statements:

Bob M: As director of Partners, I feel that approaches are one thing, outlining *needs* of youth workers is another. Yet our group of three got me to agree on these needs of youth workers. They are: to know the law as it relates to juveniles, i.e., Children's Code; to know what workers' legal limits are in their relationship to the juveniles; to be able to advise juveniles what their responsibilities and relationships to the law are. The worker needs to be able to lead groups of delinquents in group therapy. The worker (probation counselor) should be trained to serve in a specialized area such as group therapy, pre-court investigation, one-to-one counseling. The worker should be aware of (or know about and use) other juvenile services, their tasks, and what procedures to go through to get services. The worker should be able to use terminology in the juvenile justice system (needs to be synthesis of present terminology, which overlaps and is confusing). There is a great need for common terminology. Should be aware of differences in cultural background possibilities. Should be able to remain non-judgmental until enough information is gathered. Worker needs to be able to communicate with juvenile and juvenile's community, i.e., family. Worker should be able to use his authority to the best advantage in getting positive response from the juveniles. Worker should be specifically aware of police procedure, juvenile hall and court procedure--

from arrest to sentencing. Worker should be able to recognize and be able to deal with drug users. Should be able to classify delinquents and workers. Should be aware of own limits and abilities.

Arlyne P: At the risk of repeating Bob's display of talent, let me put it this way. Trainees need to know the definition of roles in relation to community structure such as policy and prosecuting attorneys, court, school, social agencies, and community organizations--service clubs, churches. They need to know the relation of agency to institution and to whom responsible, also relation of client to child. In a diagnostic procedure we need to identify the problem--avoid labeling of problems and have knowledge of referral or resources available. In the treatment and/or rehabilitation to change or modify a pattern we need to develop techniques. In the area of prevention, we need to reeducate the community and establish meaningful communication with agency and institutions. We need to identify the predelinquent child and make environmental changes and avoid overtreatment.

Len B: Frankly, I think it boils down to a need to know their population; that is, they have to know who they are dealing with, the kinds of youth, not just in a sense of numbers or types, but as persons. Once this is acknowledged, they will seek training since it will be the first time they admitted that youth are, after all, people to be dealt with as people, and not things or statistics or work hours and pay and all that rot.

Chuck G: We need to classify the needs of each type of trainee. For performance we need to be informed of the law and how it affects children. The level of training should be flexible to the need of the trainee. We

need to know more about group work. The worker in probation should be trained to work with or on a special program--group therapy, investigation, one-to-one counseling. All agencies and volunteers need to be better informed of each other's interests. Terminology should be standardized in all areas that work with juveniles. We have a basic need for knowledge in the area of psychology. We need to have the ability to communicate. Proper use of authority is needed (overused too much).

Chief H: It was the opinion of our group that training needs are not the same for all classes and groups of youth workers. First, there should be a definition of roles for the various agencies, and the curriculum should be developed to help the individual agency to fulfill this role. There are certain areas of training pertinent to all youth workers. In communication there is the importance of communication between the various agencies, communication devices available, good methods of communication between the professional and client. We need to develop a common terminology so that communication can be better understood. A layman's synopsis to pertinent (to each group) sections of the Colorado Children's Code would hopefully eliminate the variety of interpretations which is prevalent now. Workers should have some basic psychology which would deal mainly in teaching people that there are differences, environmental differences, ethnic and racial differences, subculture differences. Since drug use has become so prevalent among today's youth, it may be valuable for all youth workers to be made aware of the significance of drug use, how to recognize symptoms, how to deal with the user, referral agencies available for assistance when this

problem is encountered. Each agency should be aware of the role of the other agencies, the limitation of each agency. In this same vein, limits of authority and use of authority should be delineated. In developing a course structure for the individual agencies, I feel it would be advantageous to get a good representation from this particular agency, determine the needs and goals and role of that particular agency, and develop course and subject matter to fulfill the needs and goals. I do not feel that there is wide enough range of representation in this present group from all of the various agencies to adequately develop training specifics for the individual agency. I think any training directed at youth workers should stress the importance of getting and properly handling the juvenile early in his delinquency experience.

Orlando M: Jim D and I went the traditional route, yet we can't overcome what is going on now and perhaps for sometime to come. So there they are. We need definition of roles in relation to community structure, in relation to the court, and in relation to the counselee. We do need to identify the problem and have knowledge of referral resources available in order to diagnose. In treatment and/or rehabilitation we need to change and modify behavior--develop techniques, and avoid overtreatment. For prevention we need to reeducate the community, have better communication, have community action councils, identify predelinquent child, and environmental manipulation.

James D: I believe youth workers need to have self-awareness with relation to definition of roles--in relation to community structure in relation to court, agency, and/or institution, in relation to job function, in relation

to client (counselee), and ability to communicate at level of client. We need diagnostic procedure in relation to identification of problem, avoiding labeling of behavioral problems, and knowledge of referral resources available. In regard to treatment and/or rehabilitation, we need to change and/or modify behavior and develop techniques, but how? Treatment must be offered in context of definition of roles. We need to establish goals for review and avoid overtreatment (sometimes maturation may be the best treatment). In the area of prevention we need to reeducate the community, establish meaningful communication with agencies and institutions, have community action councils, identify potential behavior problems within a high-risk neighborhood or individual and use environmental manipulation and Neighborhood Youth Corps.

Bill T: I don't see why there should be a question. It's simply training in fundamentals like communication, roles, self-motives, (why working with youth), overall problems, causes (why, what, where, when, how), background, reasons why management does certain things, budgets. These topics are basic and there should be little argument. The rest is superficial, redundant.

Jay S: Perhaps Len has it right, but I'd say also that you have to present an outstanding training program for specialized personnel or they will seek this training from another agency. Once a person is trained, make use of this training to train other personnel. Place this person in a position where the agency receives a return on the money invested in him.

Training needs should fit the job that you are doing. However, the

person should have a well-rounded knowledge of the other agencies and their functions. Training for law enforcement personnel should involve law (Children's Code), investigation techniques, counseling training, and question why the workers desire to work with kids. Probation workers should have training in law (Children's Code), psychology, sociology, and a small amount of counseling. Instructors should have experience of extensive professional background and have education in one specialized field. The administrators should have extensive job-related knowledge, extensive background in job of administration, formal education, on-the-job knowledge, knowledge of administrative procedures, knowledge of management.

Will F: I am going to be a little oververbalized here. I think we need to examine this need area carefully. We need to look at self-awareness to understand ourselves and our jobs. We should learn all we can about the youth and his problem. Once we have learned this, figure out the best possible plan available and follow through. We should attempt to communicate with child, family, and all agencies involved with the child. We should have some insight on what to expect. We should listen to the other point of view, this to include the child. What are we doing to prevent delinquents? Figure out a plan according to the youth's problems, needs, and resources available. Follow through. Maybe the youths are right in their thinking about some of our laws. We should get more training in group counseling, know more about available resources and agencies to help youth. The youth need a voice in deciding their own destiny with guidance from counselors. Youth workers need to know the normal child development, physical and mental; knowledge of theory and motivation; abnormal behavior;

knowledge of different social standards; knowledge of causes, diagnosis, and resources available; knowledge of counseling techniques for the individual and group; knowledge of role expectations; knowledge of techniques for behavior; environmental modification.

Dean L: Well, here I go agreeing with several others that self-awareness perhaps is number one, but attitudinal approaches to deviant behavior should be considered as a need. For example, can you accept the individual while refusing to accept the behavior? What about flexibility, change approach to differing circumstances and individuals? The youth workers we recruit should have a broad background and specialize in social science educationally and should have a knowledge of community resources.

Dick S: I'd add to Dean's list the following: We need a wide or general background with more in the area of social science. We need to have specific information or education to come from the state training center. We need to have understanding of human behavior and understanding of delinquent behavior. We need to have knowledge of other facilities and resources in the community and their functions, also self-awareness.

Judge W: I'll fall in with you other traditionalists. We need to know how to change behavior for the better. We need to be able to diagnose problems and their causes, using all available agencies. We need training in recommended treatment procedures, individual and group counseling, role expectations - judge, foster parents, counselor - and when to terminate supervision-probation, parole.

Mary O: I guess I'm of the old school too, but we help balance the

revolutionaries. Trainees need to know normal child development; knowledge of learning theory and motivation; abnormal psychology relevant to kids they deal with; knowledge of various subcultures they will deal with, values;awareness of values of American culture and family patterns; knowledge of our function within agency and resources available through other agencies; counseling techniques (individual and group); role expectations; techniques for behavior modification and/or environmental modification.

Mrs. Judge W: We need to explain definite jobs of different agencies and how to communicate. We should understand way to play our role with different individuals. Juvenile must understand what the officer's duties are and what he hopes to accomplish. We need highly specialized training of basic law, counseling, spotting problem juveniles; need to be able to refer juveniles to proper places for channeling; need good understanding of the institutions in the state--are certain institutions the proper place for this juvenile or will he come out as a professional criminal? I would suggest something like a halfway house where fewer juveniles are together and under better supervision. We need better education of the public of these problems so the need for more money to develop ideas that will eventually decrease crime through education, counseling, psychiatric help is evident. Is there any way to better school counseling or better communication between juvenile authorities and school officials? Why do these juveniles, in so many cases have a disrespect for the law? Where or who has failed?

Bob B: The youth workers need to know and have a working knowledge of,

and totally understand, their own value system; the value system of the youth being served; how they perceive themselves in a working relationship with youth; and how youth, being served, perceive the worker, the relationship, and themselves. Youth workers must know and accept the fact that role conflicts will exist, i.e., the youth many times does not perceive the role of the worker as the worker perceives himself.

Judge D: I see some elements of a training program which need to be agreed upon. We need to define the kinds of conduct which will invoke the intervention of any of the trainee agencies.

Cal D: I'm not sure I follow you here, Judge.

Judge D: Well, let me explain by way of exclusion. This training program should not, for example, attempt to train a police officer to deal with a delusional person, since this is not a problem in his discipline. It's a medical problem. It is only important that he be able to recognize the problem and know where and how to obtain or refer for treatment. It is only when we understand the scope of our respective roles in the area of intervention, that we can begin making a meaningful approach to training.

Cal D: Yes, O.K., I follow you now.

Judge W: I suppose I would fall in with the judge on this point. It is crucial that the worker have a comprehensive knowledge of the state, national, and community resources available. However, we must challenge the assumption that the values of a youth worker are necessarily the correct ones. How about the values of others? Including the subject? And, there are other questions - is there any difference in working with boys versus girls?

Should there be more emphasis on the child setting his own goals? I think we all need training in the ability to communicate, including the ability to listen, to develop insight, and to appreciate the point of view on the subject. We need more comprehensive knowledge of drugs and narcotics traffic with more orientation toward delinquency prevention! I feel like I could go on here forever, but let me stop by stressing the need for interagency communication. Let's improve relationships between the counselor and judge.

Chuck G: A lot has been said and I don't think I can add much, except to underscore some of the things Bob mentioned that came out of our group. The worker needs skills in understanding law, in communication, and use of authority. Just how does the worker decide what is needed in an interview and what authority does he have to carry out the plan of action? I'd like to add that everyone needs a better understanding of the different behavior patterns of youth and how they are influenced by the various ethnic groups.

Bob M: If I read you, Chuck, you're saying workers need specific training in racial or cultural differences?

Chuck G: Yes, and I'd like to add that they need a method for developing a better understanding of themselves and how others see them. I think we must understand ourselves before we can understand others.

James D: I'm going to inject a thought here because I think it complements something Chuck has said. Training is best served by the trainee getting to concepts by himself. Perhaps I'm referring to a Socratic method. Whatever else, training should be careful not to become manipulation. People

tend to resent and become defensive when they discover they are being manipulated. This is not to suggest that behavior modification is synonymous with manipulation.

Loren A: Everyone is throwing out a lot of good ideas. The best I can give you is some thought about our needs at the camp. Any new employee should receive on-the-job and in-service training at the hiring agency in such things as the reality of the job, rules, regulations, policy. As most of you know, I believe our most relevant training need is in I-Level classification and differential treatment. This provides a basic model for understanding delinquent behavior, causes, and treatment needs of the kids. Training in I-Level could serve to change staff attitudes and tolerance toward different types of kids and increase the perceptive ability of the staff to differentiate between types of youth offenders. Once we have a general understanding of this system, training is necessary in a variety of areas important for treatment--our *bag of tricks*, I call it. This would include training in leading groups, i.e., counseling, therapy, guided group interaction. Many techniques should be taught such as, constructive supervision, family counseling, use of discipline and control, program leadership, effective use of community agencies, and supervisory development. We all need training in connection with drugs and narcotics. It may seem like frosting on a cake, but workers need instruction in arts and crafts, in setting up and running games for the kids, and the constructive use of leisure time.

Judge M: I seem to see more emergency needs here than some others of you.

I can't help but feel we need a crash course in adolescent behavior, especially for the juvenile police officer. Train them to understand why the child reacts the way he does when stopped. How the officer can check his own defenses when reacting to the child and how he can cope with the frustrations of the child. Officers need methods for approaching youth in initial contacts and I might add for approaching the parents, this is a very difficult area. These may seem like simple problems, but this is where we are. Conflicts between the worker and youth must be resolved so that meaningful counseling can be provided. How does an officer establish rapport? Teach them that!

Chuck Z: Speaking to the issue of probation officer training, I see some quite different training needs than the Judge has outlined for us. We feel that all training for probation officers should be on an advanced, highly technical level. Initial training of new employees should be done on the local level. Probation training might involve legal knowledge in dealing with youth; counseling and interview techniques, recognition and treatment of the disturbed child, and how to make proper referrals. In probation we need more familiarization with the roles of other youth workers and the limitations of our own job. Courses should be offered for drug identification and treatment methods. We particularly need more information about placement facilities.

Bill M: I can pretty much back up the things Chuck is saying. Probation officers need to have more group therapy and counseling and volunteer workers should have more basic knowledge of juvenile law. The officers should have more specialized fields such as types of offenses, group

counseling, as opposed to one-to-one situations. I believe that police officers need more information and awareness of the court process, probation process. All of these areas need a common terminology as it pertains to juvenile justice and handling. Additionally, basic psychology can help to point out the differences in people and peer-groups. Speaking to the Judge's point, I see the need to improve abilities in communication with the particular group or individual being handled. This should be coupled with the proper use of authority or the proper amount and at the right time.

Cal D: Don't most of you feel something productive about this workshop? I certainly do. A lot has been said about needs. A lot of very relevant material has come to the surface. Let me throw in some thoughts of mine as we close this session. One major need I see, is for ideals in youth workers. Middle-class persons seem to have very low tolerance levels with delinquent youth; they blow up easily; don't understand youth behavior; can't establish communication. Therefore, can't establish rapport. Many are rigid and inflexible concerning their tolerances and gravitate toward communication with only those youth operating within the same value system. Perhaps we can simulate the experiences of our youth for the worker. Most employees enjoy the security of peer group contact; therefore, when a worker is placed in a cottage alone with the kids he may become somewhat paranoid and react to the situation in various inappropriate ways. He needs and does not have the basic knowledge of kinds of people, kinds of problems, limits of institutions, limits of his job and decisions. He needs to know structure and the limitations of self within the scope of his position. He

needs answers as to where he fits into the areas of diagnostics and treatment. How can he establish rapport, be innovative in programming, or more basically, how can he convert his motivation into effectiveness on the job? The motivated employee hopefully wants and needs training in a diverse variety of areas, i.e., diagnosis, treatment, group dynamics, supervision, evaluations, self-improvement, motivation of others, and staff utilizations. Perhaps in our next task assignment we can move closer to fulfilling these needs.

CHAPTER IV

TASK 3: ORGANIZING AND TEACHING COURSES

The conference representatives approached their third task with the discussion of task two in their minds. Basically, the question was how to respond to the training needs in the most appropriate and relevant way. Within the triads the members addressed themselves to issues of approach and the most effective means of accomplishing training within the framework of a training center. The subsequent dialogue of reporting back contains much pertinent direction, giving information coupled with unresolved questions of philosophy and needs. There seemed to be concern with establishing concrete goals as a framework from which to determine program.

Bill M: I'll start this out with some of the general considerations we deemed important. The classes for any area of training should be kept small to enhance individual participation and improve the opportunity to evaluate. In the same regard, the physical facilities should be conducive to good thought processes without distractions. The training aids such as movies, mock-ups, and examples, should be used to the greatest extent possible. Maybe I could have mentioned this first--there should be well-defined goals as part of the course introduction and the flow of instruction must be well-planned and structured before the course starts. Hopefully, a means can be adopted to progressively analyze and evaluate the value of the course to the recipients. The scheduling should be well thought-out to allow consideration for enough time for full participation by the

trainees. It is important to think about courses designed to meet the needs of personnel becoming involved in new programs and here I'm thinking specifically about a course of instruction for persons involved in such programs as "school resource officer" or "police athletic league." Perhaps it would be advisable to have pilot programs for administrators before scheduling the course for doers.

James D: I'd like to comment on that last remark, Bill. It appears to me that there could be an advantage of maximizing the training experience by using mixed groups. This results in the infusion of ideas from individuals with different points of view, who are looking at a problem from another frame of reference. This may be a method of subjecting a particular practice to inquiry and forcing individuals to review and justify procedures that have little more than a traditional rationale.

Arlyne P: Jim has just stated the core issue discussed by our group. We say the need for courses in basic functions and clearly defining the role of police, parole officer, probation officer, district attorney, child welfare worker, medical or diagnostic clinical staff and private counseling agency workers. It appears that this would be best determined in mixed groups to allow for some real interchange about roles and the various perceptions of them. The trainers could use the usual flow charts of referral or transfer of duties. While no absolute structure could be defined, a typical pattern, based on core city, urban, and rural areas could be demonstrated, starting from actual field study case histories. Standardization within each function would define the range of acceptable

performance within each area, that is, the normal disposition of a delinquent offender for joy riding would include the several stages of arrest and charges at the police station, court action of probation, commitment, restitution or work program, then the subcategories of probation or parole with discussion of the degree of supervision and referrals involving other services. Ideally, the courses would be presented by a team teaching technique with each team member taking the responsibility for his specific function with interaction and alternate views given by the related functional disciplines that are represented.

Bob M: I feel like breaking in here. A lot of good things are getting said, but our group developed a very specific set of areas for instruction and we understood this to be our task. Am I off base here?

Cal D: No, certainly not - that seems appropriate to the discussion. Why don't you give them to us, Bob.

Bob M: Well, let me go ahead and list them. I have about twelve areas here. First we felt that a course concerning the juvenile or Children's Code was important. The training staff should compile simplified, selected and relevant portions of the Code and prepare a pamphlet. Usage of the Code could be handled by a policeman and another juvenile worker representative. Second, would be training in group dynamic skills. This should not be for volunteers, but rather for the professional staff. This might be handled by a consultant and observation would be the primary tool of instruction. Video tapes and in-service training as a co-therapist would also be appropriate. Third, we should have specialized training for

probation officers. This could be in-service with each of the personnel involved in specialized areas. Fourth, some type of course in juvenile services as an orientation is necessary. The training officer should research the areas and compile a directory which could be covered during a segment of the training. Programmed instruction seems like an appropriate tool for this material. A fifth area is that of vocabulary. This is something we all take for granted, but this creates problems for new staff especially. The training section should compile a vocabulary of relevant terms, discuss them, and give them to the trainees so that they will have them for later review. An important area of training should be something in the way of cross cultural orientation. This can be handled by bringing in resource people and by films or tapes made up by specialists. TV stations could be checked for materials. The resource people could be from the largest subcultures in Denver and could give brief, meaty descriptions of their cultural systems either by tape or in person. Lower class perspectives should be given by a person who can articulate and not necessarily by someone from the group. Our seventh category is counseling techniques. This can be accomplished by using films, lectures, and role-playing. Another area we all need training in, is in drug and alcohol use. Here resource persons should be brought in from Fort Logan or Denver General Hospital. The training would be through lectures or films. A ninth area should include I-Level differential treatment. This would not have to include volunteers except to classify them through an interview. For ten, we listed T-group feedback as an optional part of the training program. The last two areas would include a course on the responsibilities

of volunteers and book report assignments on at least 500 pages of selected material.

Will F: I haven't been specific, as specific as Bob. I feel that changing attitudes is the crucial concern of a training program. The youth worker needs as much help in this respect as possible. He needs self-awareness and ability to feel compatible with himself, and no matter what the problem is, have definite plans and follow through. Workers, when confronting youths about changes, need to help them to become aware of themselves as individuals and to not be persuaded by the peer group. The worker must understand how to be honest in his relationships. I feel training in group counseling and discussions is important. I strongly recommend training in psychiatric evaluations, how to choose the appropriate counselor, one that the youth can understand and work with; how to use other agencies, when they are available and necessary; and family counseling. Also, instruction in the use of social histories through communications and record should be a part of the program along with the use of central information center to keep up with pertinent data on juveniles and the approaches of other workers.

Bill T: Will has mentioned attitudes. I think we need the greatest attitude change in relation to our perception of the youth worker himself. The worker must be able to talk the child's language, to "see" him as he sees himself. There is a big difference between what a child is saying and what he feels. The worker must be trained to know and see this difference correctly. A number of factors create problems here: there is usually a

tremendous age gap and otherwise simply a lack of understanding of what the problems of youth are. We need to be more sure of the source of these problems. I think it very likely is a part of many things such as home, society, schools, the bomb, the war, and television programming. As trainers we must combat the sense of frustration due to the worker not being able to communicate on a level that both the youth and worker are comfortable with.

Len B: I can't agree more with Bill. I really feel he's "telling it like it is." What are the kids saying today? Is it consistent with what they are really feeling? Perhaps training in such techniques as role-playing and psychodrama could be effective with them. One of the major problems, though, is a strong tendency for people to hold back, not really getting involved before it's time to go home. It's important then, that the trainer make efforts to get people involved quickly.

Chuck G: Our group mulled over some methods of instruction. Maybe these are relevant to the issue of involvement. It seems that a few categories cover the issue of involvement. It seems that a few categories cover the essential methods--the use of speciality speakers, use of printed material, films and slides, and group discussions. To determine which procedures to use, the trainers should check with the entire staff, including judges, referees, and others working with the youth in order to get their ideas on what is needed to change attitudes or behavior. It is important to evaluate the training at various points.

Mary O: I can agree with Chuck, but I think there are some other innovative

methods for getting to the trainees. You can use the idea of concepts in the academic training. Field experiences and first-hand knowledge of other cultural groups serves to involve people. Self-awareness can be developed in encounter groups and in group discussions with similar workers in other agencies. Sensitive supervision would be a big asset here. "Blind" communication is another good technique. This is where a worker anonymously speaks via a tape recorder with the target group and they respond to him. Of course the trainees should have some awareness of community attitudes and these should be incorporated into the training program or in some cases attempts made to modify them. The conscious development by the worker of his own philosophy for dealing with kids should be part of an in-service, continuing training program to help in refining the skills of the worker and help him to develop professionally. I also liked Will's thoughts toward a centralized information service, especially regarding new techniques and approaches, so that each worker has the opportunity to keep current with the field.

Judge W: I can accept most of the methods that have been suggested, but first it is essential that the goal be defined. What are we trying to do? It seems to me that most simply, we are trying to help a youth with a problem, solve that problem. Second, both we and the child must be aware of what his particular problem is. Then, the youth worker must be knowledgeable of the possible ways the problem may be solved, the use of available agencies that may be helpful. The worker must be capable of recognizing when a method of treatment is not working and be flexible enough to change by trying something else. The ability of the worker to communicate with the

client through these steps is of utmost importance if any degree of success is to be possible and recognizable. The worker must have patience and not be easily discouraged--success may be a long time in coming. The important thing is whether or not progress, though painfully slow, is being made.

James D: The Judge is right here. Before there can be problem solving, there must be problem definitions. There seems to be a number of distinct problems. The lack of communication between youth workers; the need to analyze specific job functions; and the different behaviors of judges, probation and parole officers. It seems important that we identify the common behaviors and decide about modification. Are we so hung-up with our own job functions, they take precedence over the broad spectrum of helping youth workers with their problems? We should be working for our clients here and not ourselves. Training can be most helpful in identifying the problems and causing us to come to grips with them.

Chuck G: I'd like to make some remarks about the implementation. The criteria for scheduling classes should be fitted as much as possible to the availability of the trainee. For the new trainee, make sure you have enough time before assigning him to regular job duties. Another thought which comes to mind, is that training consultants should be contacted to see what ideas they might have about goals, objectives, and the use of the various educational faculty we have in the area to help in obtaining college credit for the training which would be good motivation for stimulating interest in training.

Bill M: I don't like to be negative, but feel I have to stress the point

that there is not enough representation from the various police agencies at this conference for me to try to suggest training goals or course structure for police juvenile officers in general.

Cal D: O.K., Bill, maybe we can all take this time to discuss the issue of collaborative purpose or how we can develop a sense of common purpose.

Chuck G: I can only say it again. Before we can do anything else, we need to determine a few things first--such as goals, the method of instruction, and numbers to be trained.

James D: I'm pretty much in agreement. What are the goals of the youth workers' training program? These goals need to be defined before a curriculum can really take place. We need to learn how to dissolve a scapegoating approach and encourage a team approach. Maybe this is the way to go.

Judge W: I think maybe we can get together in the area of delinquency prevention. We are barely scratching the surface in this area. Our hope for the future lies in this direction and everything possible should be done to marshal community resources toward preventing delinquency. Supervisors should play a major role in any such campaign.

Mary O: Yes, and we should attempt to define our goals in youth work so as to invite legislative, worker, and client support in addition to the community support. We must have knowledge of all resources available and establish working relationships with all of the agencies. We need to define the function of each agency and their implementation of policies

whereby each can make a maximum contribution where it is most relevant, then comes the revolution.

Will F: And here is where being able to express oneself clearly and concisely is a necessary skill. Being able to communicate with persons of different backgrounds is necessary. A sense of subculture standards and a complete knowledge of youth needs is helpful.

James D: I want to stress the point that the youth worker should understand whether or not he is accountable to the community or only to his client. I personally feel he must make attempts to change the community structure especially when it is a prejudiced structure. We want to develop a new youth worker who can utilize his skills to change structures and clarify citizen roles.

Bill T: My first reaction to community involvement and accountability is that, hell, this is very real--taxpayer funds are being used we will always be confronted with accountability at least for monies spent, so let's blow our own horn. When we do make gains in youth work--tell them about it, then everything becomes much easier.

Mary O: We need to get behind community interaction with a willingness to discuss agency work and policies with interested groups. This can be done through agency tours, interviews with the personnel, group talks. We should invite more community participation via volunteers and citizen councils. Youth workers need accessability to the press, i.e., the scope, function, policies, and performance of their agencies.

Cal D: As we close out this discussion may I invite some comments

regarding classroom or field methods?

Bill T: Stay away as much as possible from the lecture type of training and devise field projects wherever possible.

Dean L: I'd suggest a ratio of 20 percent classroom to 80 percent field assignment as a proper balance. Of course, this should be subject to modification by experience.

Dick S: Dean's right about proportion. I'd go even further to relate the classroom work and instructors *directly* to the field work. I think you should pursue Chuck's idea for integration of the training program with a college or university to provide workers with college credit of both undergraduate and graduate status.

Mary O: I'll take everything one step further and suggest a sequence. First, observation in the field, follow with classroom instruction, and then a subsequent action project in the field for the trainee under supervision and guidance.

CHAPTER V

TASK 4: THE CURRICULUM

During the final round of the conference the participants turned to the issue of curriculum. Many of their previous thoughts were brought into focus on matters of planning, objectives, and teaching methods. Again the dialogue produced a variety of provocative and fruitful ideas.

Judge W: Both because of the complexity and vital nature of a training program, it should make all resources available with respect to the role of each in the overall spectrum. Perhaps the effective use of group counseling has the greatest potential. I wouldn't want us to overlook the advantages of peer group discussion. What we must consider, however, is how to bring about change in behavioral attitudes for the better and not just for the sake of change. Maybe with I-Level we can relate the techniques of counseling to levels and subgroups. Basically though, what I consider important to the Center is the availability of information, especially on current trends, techniques, and changes in other jurisdictions. I think we should consider elective courses rather than a rigid training schedule. This would allow us to deal with individual backgrounds, experience, and education. Flexibility in curriculum is the real key--different approaches may be necessary.

Don P: I feel we need to make the jobs respectable. Here's what I mean. You take a cop from Durango, and find he's a cop because he can't get a better job. If you do anything you must motivate him to see his role in the life experiences of the kids he works with. Youth workers have to be

told how important is their role of function. Also we need to define as explicitly as possible the goals by telling and impressing the policeman with the fact that just because the kid calls him a "pig," it doesn't make him a pig. Maybe some instruction in semantics would help. Kids have their own shop-talk which may mean that their peers require them to call police "pigs" and youth workers something else. Another item is the whole area of useful application of leisure time, since as Brightbill states, the number one problem facing our society is boredom. Two sociologists, Bliven and deGrazia, are projecting a 20-hour work week by 1980 or 1990. So a kid robs a store and come before the judge. The judge says, "Don't rob--do something profitable." But the kid only works 20 hours and robs 60 because he has no knowledge or appreciate of what he can do profitably during his non-working hours. Eric Fromm in *Escape from Freedom* is very good on this work ethnic problem.

Bob M: I can buy what Don is saying, but I see some more specific and down-to-earth problems. The workers need help with the Children's Code including such areas as the rights and responsibilities of the child. We need to know the limits of authority of the police, the juvenile court, the probation officer, and the volunteer workers. Also very important, is the need for youth workers to develop their group skills. How is group therapy used in bringing about juvenile delinquent behavioral changes? Or how can it be used to change workers? They need to be taught the limits of groups as a therapeutic tool, the roles of professional and volunteer leaders, and the formation of groups. There are, of course, lots of little detail things like the appropriate setting for a group, the time of day it

should meet, and the frequency.

Chuck G: I can really support Bob's ideas. It is crucial to instruct in the use of the Children's Code, particularly on the section pertaining to workers in detention, arrest, and probation. It should be made simple and put in laymen's terms. This would be a step toward a more simple and standardized code which wouldn't allow for all of the different interpretations. The group work training is needed with instruction on how to form groups, control, and goals. Maybe trainees could work as co-therapists. Youth workers need specialized training for their various jobs - investigators, counselors, detention. A training program should direct itself toward improving job classifications and cause duty assignments to fit the classifications.

Bill T: Wouldn't you know it would be me to break this pattern. I think we need training in a lot of different areas. Such as communication, psychology, methods of procedure, departmental goals (both long- and short-term), supervision, law, semantics, and drug use. That's all I wanted to say--just that there are several specific areas.

Chuck Z: O.K., Bill, I agree and let me carry the ball a little further there. I see several different training curricula. Maybe judges need no plan other than a conference to aid with mutual problems and to develop a consistency of operation throughout the state. The police should have a one- or two-week course as an orientation for officers with a minimum of one year experience. This should be especially designed for officers who will concentrate on juvenile work. In probation and parole, a four- to six-week

course in juvenile law dealing with the Children's Code, criminal and civil procedure, court procedure, filing petitions, preparation of contested cases, proof in court cases, court decisions pertaining to juvenile rights and the role and duties of a district attorney should be taught. This is probably the most appropriate for counselors and hearing officers in juvenile probation. I see a need for counselors and intake personnel to get training in counseling techniques and interviewing. This could be done with two or three different one- to two-week courses at an intermediate and advanced level. They should include different areas of counseling and techniques in control of the parents and child. The I-Level concept is most important for this section. A special course should be designed for intake personnel. An area is needed for group workers from facilities such as detention, although the detention staff could be worked into programs for the institutional worker. There should be training in the recognition and treatment of disturbed children and course on diagnosis and care, taught by psychiatrists who have worked in the field. The purpose would be to spot these problem children on intake and then make the proper referral for necessary help. This should have a two- to four-week course at an advanced level. In a week to ten days' program, at a beginner or intermediate level, several things should be covered--placement facilities, job limits and role of other youth workers and agencies. This could include a tour of all relevant facilities. The last area I have thought of, is a one-week course in drug identification and treatment (this segment is presently covered by the Law Enforcement Training Academy). Drug treatment would have to be dealt with at an advanced level in a two- to three-week course.

John L: I feel that sensitivity and related training is important so the trainer can just see and understand how the worker relates to the kids, then decide how this way of relating can be modified. Any system of modification must be handled on an individual worker level. Along these lines, individual field assignments of a week or two for experiments in interaction, on a personal level rather than as an officer of the court or some other authority figures, would be very valuable.

Don W: I'd like to make a few comments on curriculum. There are three objectives of any curriculum that I see. First, to promote understanding of self and own value system and that of the youth being served. This implies an understanding of language and a knowledge of adolescent psychology. Such as how environmental factors influence life styles and behavior or how middle class delinquents are different from ghetto class behavior. Secondly, the curricula should promote interagency understanding through system analysis and effective consideration of youth worker roles within the system. Lastly, it should teach technique and skills. For methods, I would suggest encounter groups both with peers and kids, interagency exchange of personnel, and experimental learning such as role-playing or psychodrama.

Dean L: The area of training objectives is tricky. First, never assume anything, then identify roles and define communication needs and problems.

John L: I have to agree because we want to motivate the youth worker to later motivate youth to function in an acceptable fashion--to instill responsibility in the youth. This business of motivation is difficult.

Don P: Are you saying the worker should try to make a child a desirable person? For this we definitely need a state purpose. For tools we need a composite of programs like mental health clinics, schools. I think we need some common denominators for our work to motivate young people to function in society; that is, not necessarily the society as we see it, but as the kid sees it, with all of its inequities, injustices, and inconsistencies. We should not just tolerate the kids until they are out of our hair. At the Federal Youth Center they have four cell areas of 75 kids per block with a self-selected "Duke" over each area. This society exists for these kids. How can we get them to make the transformation to the accepted society outside? We need a program and policy which will be accepted by the trainee's superiors, i.e., the courts or whatever other power structure. We must draw power people into the program too!

Mary O: For the worker to be able to define his own role, learn appropriate techniques and then carry out the role, which involves his relationship to others in the agency and community, he must obtain some "education." By education, I am implying a rational framework within which training can occur. As far as possible a trainee should be exposed to various approaches to the problems so that he may choose those most compatible with his own personality and situational parameters. In the behavioral sciences there are no answers. The goal of a training program is to develop judgment, not narrow techniques which might unknowingly be applied out of context.

Will F: I feel that some general directives or goals have been developed through the last discussion. Perhaps I can summarize them. The training

center should provide adequate training for those people working with troubled youth to enable these people to become efficient in helping youths solve their problems; to point out weaknesses of youth workers so they will be aware of what they need to do an adequate job; to develop better understanding among workers and agencies; and to facilitate workers in aiding youth offenders in developing their greatest potential upon returning to the community. These are big jobs, I realize, but must be accomplished if we are going to move off of dead center.

Cal D: Will, as you well understand, I concur that this is a big job and that we have to get at it. With that in mind, I'd like us to turn to some of the considerations in overall planning.

Bill T: I can throw in some of the larger issues here, Cal. Costs and budget must be determined. Manpower problems should be worked out, both for workers and trainers. Recruitment procedures and time allotted for courses need to be arranged. There could be other more difficult considerations such as determining who will be the future supervisors prior to administering this kind of training.

Dick S: When considering the instructors, I think you should pick persons who have had equal amounts of field experience. Plans should be made to exchange workers from agency to agency within the community to allow each to have a better understanding of the agencies. Maybe exchanges between states or counties would be even better. I would suggest that the training center consider purchasing a mobile unit to go into outlying areas.

Mary O: A state training center has to consider the training needs of

individuals entering the training and their level of sophistication, i.e., don't talk to an M.A. psychologist about developmental psychology--usually he needs to know about poverty and delinquency in concrete, not theoretical terms. Perhaps training for specific jobs could be segmented so that workers can choose and concentrate on their own weaknesses and not sit through what they already know. Provision also needs to be made for further advances beyond present offerings. The goal is not to have a static course of study, but a responsive program sensitive to new problems and knowledge and which is always open-ended. Provision should be made for career ladders and lattices, and appropriate training to go with them to keep the workers on the move and give them a way to develop professionally as far as they want to go. At some point this might involve formal university training so the proper credentials can be obtained. The New Careers Development Organization is already doing this.

Don P: As we have already discussed, prior to planning a curriculum, the goals must be identified. Now considering types of training, I see canned tapes which are applicable for general areas designed to meet the needs of all types of youth workers. This can be supplemented with film strips and closed circuit TV for specific areas. I envision training in fine arts to develop creative ways for communicating with and to individuals, and teaching the handicapped, and basic movement such as dance and music courses. In recreation the productive use of leisure time, arts and crafts, drama, reading, and adopted game techniques such as volleyball played with modified rules to encourage more and meaningful participation. In education or special education, we could use the services of Arapahoe Community College and

Denver Community College either on their campuses or at Fort Logan. Of course, there are many other resource people in the metropolitan area. For vocational rehabilitation, we could use local artisans, machinists, business people, mechanics, bowling alley operators, dry cleaners.

Will F: I'm not sure we're on the same track, Don, but I feel the question of credentials is serious. Shouldn't high school graduates be able to qualify other than by a college degree? I mean both the trainees and the instructors used in training. We need people who have a background of working with youths and are already familiar with court procedures and the available resources in the community. I believe there should be elective courses rather than selective ones in the training program in order to deal with the individuals' backgrounds, experience, and educational achievements.

Arlyne P: If I can take off on teaching methods, I would like to say a few things. Field work observation and training should be used, but some basics should not be overlooked. Classes such as report writing, interview techniques, and group counseling are essential blocks for the youth worker.

Mary O: I feel like the key, Arlyne, is active participation by the trainee in his own training. He isn't just a sponge. His evaluation of the courses and suggestions should be an integral part of curriculum development. The lecture type of presentation seems least preferred. Rather the studentsshould interact with each other and the instructors. I would really like to stress the field work approach - students should *experience* the subject matter rather than hear or read about it. It is only after

observing or experiencing a condition or behavior that formal instruction becomes meaningful. Then there should be a reexposure for even deeper understanding and evaluation with others.

Don P: My approach here would be to use a variety of techniques. Use informal methods so feedback can be instantaneous and rebuttal encouraged. Specialists should be brought in for short term seminars, canned tapes can be prepared, and field assignments made. Where groups are involved, the ratio should not be larger than twelve to one. Workshop and internship methods are extremely valuable tools.

Will F: I feel that the teaching methods for youth workers should be a long-range program where continual research and experiments are being made. The methods of instruction should reflect the time and present problems of youth. Outdated or outmoded methods should be discarded and new ones installed.

Following this dialogue a discussion ensued regarding the structure of beginning and advanced courses. In general, the participants used two approaches, one dealt with the job classifications appropriate to each area, and the other with types of classes to be offered. A ranking by priority of job classification and training need produced this list:

Juvenile Probation Officers
Institutional Workers
Juvenile police officers
Juvenile parole officers
Mental Health Workers
Local school employees
Volunteer and lay youth workers

For an advanced program, a variety of courses were suggested:

Communications and semantics
Drug abuse
Psychology
Supervision and personnel management
Juvenile law
Role concepts
I-Level differential treatment
Group and individual counseling
Interviewing techniques
Psychological tests

In addition, many specifics in regard to administrative personnel were discussed in such areas as planning, organization, coordination, staffing, evaluation and delegation.

CHAPTER VI

THE PROBATION COUNSELORS' DILEMMA AND SOME SOLUTIONS

Probation counselors throughout Colorado and the nation are faced with dilemmas which are scattered over the spectrum from lack of in-service training to assuming totally different roles in their system of working with delinquency-oriented youths.

As we began developing our investigations of the needs of various youth workers regarding their in-service training, probation presented a particularly more frustrating problem. The state, itself, had fostered the growth of the probation program by providing funds for part of their salaries. Judges, however, did the developing of their own probation staffs and so a wide variety of philosophies, procedures and policies was the natural outcome. Hiring a professional staff member who had completed a college education in one of the social sciences was one thing, but training him to perform the probation counselor's job was another. By 1969, judges and administrators in the probation field voiced their concern over the need for training of their staffs, partly through internal efforts and mainly through the efforts of the Court Administrator's Office of the Colorado Supreme Court. They, in turn, called upon the Colorado Youth Workers Training Center staff for assistance.

Answering this call for help, we began a series of meetings with groups of chief probation officers, detention home administrators, judges, and representatives of the Colorado Division of Youth Services. With these groups numbering about fifteen each and divided further into triads,

the task of defining the in-service training needs was begun.

The dialogue that follows this introduction has been condensed to eliminate as much redundancy as possible, but to retain the essence of the theme. That theme, in brief, seemed to tell us that probation counselors or their "bosses" were powerless to really decide what kind of training would be helpful in answering their needs. The answers, they indicated, would have to come from the judge. We then brought the judges in, and soon we discovered that the answers would have to come from the authority of the highest court in the state. In an age of liberal thought and action, where all of us like to think that real progress is independent action, we discovered through these dialogues, that probation departments were asking for a fatherlike approval of some set of standards which they could then follow, criticize, or build upon. That set of standards resulted from these meetings and the dialogues which are presented here in part. The standards agreed upon close this chapter.

The first dialogue in the early part of the year addressed itself to the task of setting priorities for training. A certain fear of old hands corrupting the new employee was evidenced by some of the group.

Jerry N: I think the thing we were thinking about in our own little group was that we had so often seen bright, young kids come into this with all kinds of "vinegar" and the first thing you know they are given to a trainer, who is an old hand, who teaches them all the evil ways and they immediately realize that they must conform in order to survive. So, where do you start? That's the whole thing.

Gib H: Also, we sure aren't going to be able to train everyone that needs it. Closer into the court there is going to be a certain body of personnel that are the most available to training and the further out you go--the administrative people, the judicial people, the judges themselves--are going to be, in fact, completely immune to it (training); but still somewhat further out, is the community itself. You aren't going to train the community.

All of these points are part of one big moot question. If any training program, regardless of how fine it is, is not accepted by that particular court (especially the judge), they're (the judges) not going to be involved in it. If what they learn in two weeks of training cannot be put into practice the other part of the year, it has been wasted.

It seems to me that the important thing to do is to get the supervisory personnel and the judges involved in the preparation of this program, because if they are not involved in the preparation, they will say, 'wait a minute,' while if they are involved in it, they will say 'well this is good. I participated in it.'

They could be faculty. The point is that they must be participants.

Cal D: I think too much of our program has been based on assumptions. When we started this design project, we contacted judges and they said yes, we need training. So that's our task, to give'em what they verbalized they wanted. We do need the hierarchy involved.

Barney S: Perhaps we need to write into a manual some agreed upon ideas which might be acceptable by all judges or most judges and then to proceed

with the manual as a sort of a foundation for training design. We could start then, with the law; next the Children's Code; function of the juvenile court; a view of the entire juvenile system including institutions; community agencies and how to work with them and get them to work with us.

Larry L: We are talking about a 14-day curriculum, Cal, and you have a 14-day curriculum there on the chalkboard now.

Cal D: No! If you put yourself in that 14-day box, you weren't playing the game. Don't worry about the time box or any other box. Worry now, only about what you think we should plan to train probation counselors.

Chuck C: Most of our procedures (from court to court) vary so much, we felt in our group that much of the in-house training would still be the burden of the individual court and not Cal's.

Jerry N: Our small group talked about several areas of training. The basics of the job requirements could be covered in a few days. The second area we labeled sensitivity training, awareness, communications, which again could cover maybe a couple of weeks of what a probation counselor needs in order to function well as an individual.

Gib H: Another area is methodology. How do you use group therapy, counseling techniques? Perhaps a general area of counseling techniques is what I'm talking about.

From the input at this initial meeting, members of the Colorado Youth Workers Training Center staff invited several judges whose names

were suggested at this first meeting. In addition, members of the state's Court Administrator's office were invited to assist in tackling the major task ahead, i.e., of getting some uniform set of definitions of the role of juvenile probation in Colorado. This next meeting's dialogue was again developed in two phases, the triad phase and the general triad reporting phase. Excerpts from the general report phase are included in this text to demonstrate the direction it took.

Barney S: Our group talked about how the probation counselors must be trained to become aware of other programs such as welfare; what it means to be poor; a member of a multi-problem family; or the whole area of the seriously socially, mentally, educationally retarded youth; the physically handicapped; members of families with families.

Jim W: What Barney is saying points to some differences we all must face. Which way is juvenile probation going to move--towards a more legal law enforcement identity or are we going to move towards a counseling and community-oriented system?

Jack E: The one thing I think your (Colorado Youth Workers Training) Center has done, is started us asking questions that were never asked before and should have been asked a long time ago. I think we have to ask them now. I think we have to ask what is a probation officer; what does he do and how does he do it; and how do we measure the effectiveness or performance? These are areas that we have to define for ourselves. When you are talking about power structure--you're right--it doesn't make much difference what kind of training program we avow to, if the guy is

going to go back and regress or maybe not even be sent to the training because the court administrator or the judge doesn't approve of, doesn't accept, or doesn't conceive of the role of the counselor in this area. I think we need to develop data and then define what kind of a job we expect the juvenile probation counselor to perform. This is why we need to involve the state judicial department. If we come up with a program that makes sense to the judicial department, and after it has been submitted and possibly modified by the Supreme Court itself, then it could be the model or criterion under which probation officers or counselors could function.

Only when we do these things can we ever be able to evolve or recommend meaningful training programs. We have to tell you what the end product is supposed to be. Until we can do that in our own mind we can't expect you to come back and develop somebody that is going to sell this program to the judge or to change him. This is not a fair imposition on the probation counselor who goes through the training. He should not have to go back from training and have to then try to change attitudes of chief probation officers or the judge.

We have to start with the State Supreme Court. We have to start at the top in order to evolve a concept.

Judge H: The implication to this whole thing is that all juvenile departments are bad and need a shot in the arm and the state is going to help us out by showing us how we are going to do it by training probation officers.

Mylton K: One of the things that Cal and I both said, was that if we got money (for training) or for establishing community crime prevention programs, it's still the community--community operated, community determined, community

everything else. Now - we have said that the ball-of-wax of training juvenile probation counselors can come from the courts themselves and be applied here to where we can provide a physical center (the Colorado Youth Workers Training Center), appeal to people to come in on a consultant basis, provide equipment for training, supplies, and everything else to help train people, but it is still your program.

Judge H: I'm sort of the devil's advocate here, but I mean that Cal suggested we have "incestual dialogue," we learn from each other and this apparently is bad, but that eventually we may have some spin-off that would bring innovation.

Cal D: Right, but this is to stimulate you to get out of the "box" of thought we all tend to get into from our own frames of references; to begin to see something else, some other way than the old way; to be able to create new, entirely new ideas and then to form policy and procedures supported by training and operation.

Judge D: We need to sort of get a collective or consensus of attitude of the judges so that we are pretty much on the same (juvenile program) wave length, recognizing, of course, that there are going to be some variables in different courts because of size of staff, types of judges, but we could have some basic things that we all agree upon. If the courts don't buy the training, then we are just kidding ourselves.

Jack E: I think what we need to do is build into our system a process of innovation, as Jim Delaney suggests.

Judge D: An essential part of our job would be to reward those who do innovate. Bud Holmes, for instance, has created a national reputation for his college student assistant probation officer program and his volunteer programs.

I would also hope that Jack Ewing and his court administration staff would come up with a broad base of definitions of a probation officer's duties; how he performs them; what the end product should be; and that these should be distributed throughout the state.

Jim V: I just hope we don't end up getting bright, young, well-educated people and run them though a very inspiring experience and then stick them out in the wilderness to be damaged.

Cal D: I think we all have to face the fact that there are some realistic situations we can't change immediately. We can't spin-off into something new for newness' sake. We have to hold onto something while we're moving into new directions. A counselor will probably still have to make reports.

Judge H: Just being here was helpful--where are the other judges?

Cal D: Judge Rubin will be here, but the others had conflicting schedules.

Gib H: I'm usually pessimistic about these programs, but I feel optimistic today. The community isn't really ready for change. But change will come because of these kind of projects.

Judge H: We need to devise something, utilize it, and ,build it.

Judge D: I think this (training) is something that has been needed. Most

of us are very new in it. Most of the district judges have been handling juveniles for just a few years. The staffs are relatively new, the state judicial department is new, so I think we are really going to get on the ground floor at this point and I'm not anticipating a lot of resistence, it's just a lack of knowledge, a lack of how to do things we must tackle.

Cal, I say this--before the next meeting we'll follow through with our effort and try to come up with a well-defined set of roles for the juvenile court staffs. If this makes sense to you, Jack, and the judicial department, then I think we want to go to the other judges and get them together and ask if it makes sense to them. If we can get eight judges to agree on a thing, the other fourteen are much more apt to accept it, than if we bring them all together and say - what do you want?

Jack E: We need also the probation officer to help define this role. It can't be just one group like the judges or the probation counselors. All of us must have some influence in developing the set of role definitions upon which training can be guided.

Following these dialogues the following correspondence was received. It is reproduced here as a demonstration of the action that resulted from the dialogues.

Phone 659-1161

District Court of the 17th Judicial District

JAMES J. DELANEY, Judge
HALL OF JUSTICE
BRIGHTON, COLORADO

58

JUVENILE DIVISION

December 29, 1969

Mr. Calvert R. Dodge
Employee Training Specialist
Department of Institutions
Division of Youth Services
P. O. Box 206
Fort Logan, Colorado 80115

Dear Cal:

I think that we in the juvenile court division have enough common agreement, and clearance from the Court Administrator, to be ready to proceed with developing a training program.

I'm enclosing a copy of my last letter to the Court Administrator, with a statement of the juvenile courts' objectives. Also included is a reply, affirming these stated objectives. Hence, any training program within this statement will probably be acceptable.

Best regards,

James J. Delaney
Judge, 17th Judicial District

JJD:tjo

Enclosures

STATE OF COLORADO
JUDICIAL DEPARTMENT
323 STATE CAPITOL
DENVER, COLORADO 80203
303-892-2681

HARRY O. LAWSON
State Court Administrator
JACK B. EWING
Executive Assistant
JOHN E. WOODS
Personnel & Management Officer

JAMES W. AYERS
Fiscal & Budget Officer
DAVID R. WILLIAMS
Legal Officer
ELIZABETH D. BELSHAW
Administrative Assistant

November 21, 1969

59

Honorable James J. Delaney
District Court Chambers
Hall of Justice
Brighton, Colorado 80601

Dear Judge Delaney:

Harry and I have had an opportunity to study the final draft of the statement of purpose and components of the juvenile court.

The only portion about which there has ever been any question is section 8 under components, Development and Use of Community Resources. Any concern we may have had has been taken care of by the wording of the final draft.

I think the final product is clearly stated, correct, and a document with which we can all live. There are not only no objections, it is a fine statement.

Sincerely,

Jack

Jack B. Ewing
Executive Assistant

JBE:edb

Phone 659-1161

District Court of the 17th Judicial District

JAMES J. DELANEY, Judge
HALL OF JUSTICE
BRIGHTON, COLORADO

60

JUVENILE DIVISION

October 27, 1969

Mr. Jack B. Ewing
Executive Assistant
State Court Administrator's Office
323 State Capitol
Denver, Colorado 80203

Dear Jack:

Some months ago, in one of our sessions with Cal Dodge, we realized we were discussing a training program without a well defined statement of purpose for the juvenile court. It was equally clear this purpose and defined objectives should be in harmony with the views of the Supreme Court and the Judicial Department. Hence we spent some time working on this and Barney Stone undertook to outline the substance of our discussion and submit it to you, which I think has been done. Barney sent me a copy on June 2, but I haven't heard any more from anyone.

I know there was some comment about item 8 in the area of "developing" community resources. I think what we really meant to reflect here was to assist existing agencies in expanding or creating new facilities to meet some of the courts' needs. I'm sure none of us contemplated that the court would become an operating agent for shelter homes, foster homes, group homes or other similar facilities. Hence, item 8 should be rephrased in this fashion. Otherwise, how does the outline seem to you? What we need, I think, is assurance from the Judicial Department that this outline, whether in the form submitted or as modified, is an acceptable guide for planning a training program. In other words, let's not waste time discussing and recommending a program unless it will have the full support of your office and the Supreme Court.

We in this court would like to get into written, usable form the material we've been working on the past several months and I think the training committee on which you and I have been serving should be reactivated. Before we go much further, could we get this or a similar sage-like statement of purpose and objectives adopted by the judicial department so we know we're on an acceptable course?

I've rewritten item 8 of Barney's draft and enclose. I'll appreciate it if you'll discuss with Harry and let us know if this draft is okay and will be adopted by your department.

Best regards,

James J. Delaney, Judge
17th Judicial District

JJD/rm

Enclosure

THE JUVENILE COURT

A. PURPOSE

62

Within the framework of the law, to secure for each child and his family such care and guidance as will best serve his welfare and the interests of society.

B. COMPONENTS

1. Intake

A judicial screening and judgmental process whereby individual referrals are channeled by a court designated person:

a) to court for disposition through an official filing (delinquents, child in need of supervision, informal adj.)

b) referred to other resources

c) terminate at intake

2. Prevention

Based upon the concept that juvenile courts are experts in the field on the cause and sources of deviant child behavior and neglect; juvenile courts have the responsibility and commitment to be involved in community based programs (e.g., schools, police, etc.) to anticipate and to prevent behavior which is identified as being deviant.

3. Public Information

The juvenile courts believe in and accept the obligation of both informing the public of its role and problems and, in turn, calling upon the public for its support.

4. Coordination with other Agencies

To more effectively coordinate services between community agencies. To provide better services to the child and reduce overlapping of services.

5. Probation Services

It shall be the goal of juvenile court administrators to develop a system of probation services which has, as its end result, an enduring change in behavior of delinquent youth (and their families) in a positive manner, utilizing whatever resources available or which could be made available.

6. Adjudication and Disposition Hearings

It is the role of the court to establish and promulgate standards and to promote reasonable uniformity governing adjudicatory and dispositional hearings.

7. Detention

To develop adequate detention facilities and appropriate detention practices consistent with the need of the child and community.

8. Development and Use of Community Resources

The court is responsible with other agencies, for defining the facilities needed in the community for the care and treatment of the child, either within or outside his own home; and for helping to promote and secure the same.

9. Records and Reports

Develop a uniform system of record keeping, reporting and statistical analysis.
Provide other agencies with pertinent information upon referral and/or request.
Provide comparable and uniform statistics which have research value.

10. Training

To implement an in-service training program in each juvenile court which shall apply to judiciary department as well as supporting staff, and to utilize other resources, agencies, and materials for a continuous in-service training program.
To encourage staff self-education programs and to set aside certain funds especially for training purposes.

11. Protective Services

Provide adequate facilities and develop appropriate services and practices to care for and shelter those children who are non-delinquent, including dependent, neglected, and children in need of supervision.

12. Research

In order to assess and refine present juvenile court programs and to define future needs, an ongoing, sophisticated research program should be developed in all juvenile courts. These research programs should have a commonality of information, definitions, and data collection in order to provide a valid base for comparison and projection.

CHAPTER VII

FIELD RESEARCHERS REPORTS

The East

Twelve outstanding Coloradoans picked to visit several of the nation's youth workers training facilities was the essence of the news releases and headlines appearing in the Rocky Mountain News and the Denver Post late in November. *Each of the twelve will spend five days in other states and will return to Colorado to assist in the development of a program for a training center,* the articles said. With one dropout, we completed this phase of the curriculum development project in January 1970. Each field researcher (as we titled them) was responsible for gathering all of the materials he could lay his hands on and, in addition, write a ten-page account of his experiences pointing out those parts of the training which seemed in his judgement especially valuable for Colorado. The eleven packages of training materials and accompanying reports, when submitted to the director of the Colorado Youth Workers Training Center, looked most impressive, but also extremely voluminous. Each package weighed about five pounds. Sixty-five pounds of typewritten and printed 8-1/2 x 11 pages had to be sifted down to two chapters in this report. We divided the siftings into two chapters representing reports from the East and reports from the West. Our Texas researcher is included in the West chapter. From New York's Young Life training program in lower Manhattan, to Seattle's 'gay' bar strip and Los Angeles ghetto, the researchers diligently made the rounds, asking questions, taking notes, recording tapes, picking up this

schedule, that pamphlet, guzzling bourbon with the kingpins of crime prevention and in some cases (Chicago) with the kingpins of youth crime and the street worker, the houseparents, and all others who would take the time and make the effort to help them in their quest.

Colorado's youth workers will feel the effects of these researchers' work. Some will recognize it within a few months, while others may never recognize the bits and pieces the staff of the Training Center nas extracted and placed into the system.

Some of the materials may seem 'old hat' to some readers, while to others, it will be innovative or new. Our judgment of what to include in these particular chapters is based on what we have seen before. It should be kept in mind that these two chapters report a condensed version of the total amount of materials and ideas. This is not to say that we will not use other ideas reported in the field researchers' materials, not included in these chapters.

Each report follows the name and title of the field researcher.

NEW YORK

Researcher: Charles Cameron, chief probation officer, Seventeenth Judicial District, Juvenile Court, Boulder, Colorado

I. Department of Social Services, state of New York, Albany

The systems analysis approach is being used by the training staff to define tasks to be accomplished, types and classifications of the personnel available to accomplish these tasks and then to determine the kinds and amounts of training needed to prepare the personnel to accomplish these tasks. The training techniques utilized to accomplish these tasks include conferences, work leave given to selected employees for further education, the use of consultant trainers and on-site training in skills. Programmed methodologies include programmed texts, computer lesson and data gathering cards, and computerized testing, scoring, and student test recording systems.

Subject areas vary greatly but include the following extracted from one outline of a training workshop.

1. The importance of ALL staff in the TOTAL treatment program.
2. Developments in substitute HOME programs.
3. Another look at discipline and control.
4. A realistic examination of instructional educational programs.
5. The practical use of group experiences in institutions for youth.
6. Our image as it relates to recruitment, training, and retention of staff.
7. The creative use of volunteers in our program.
8. Closing the communication gap with our neighbors (the community).

9. The staff and program as seen by youth.

It is interesting to note that New York's training staff was utilizing a manual developed by the Joint Commission on Correctional Manpower and Training entitled "Targets for In-Service Training," which is a seminar report and contains a report of Colorado's training programs as one of six reports.

II. Division for Youth, state of New York, Albany

To train cottage counselors and work detail supervisors, four primary training approaches are utilized:

1. Consultant Program - bringing experts into the job setting to teach and update,
2. Scholarship Programs - for staff to further their education,
3. In-staff Training - using people within the institution as training resources,
4. Ex-offender Employment - fully 10 percent of the staff of the forestry camps are ex-residents of the camps.

Two staff training centers are pending.

The field researcher underlined the following as especially relevant.

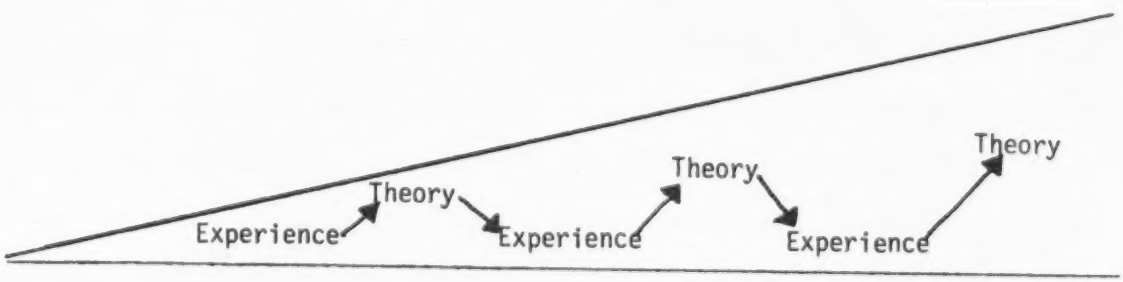
1. Start-to-finish program for in-service training of child care workers.
2. Orientation and training programs for counselors and supervisors.
3. A feasibility study for staff training center.
4. Annual institute on training youth workers, overview with

respect to institute effectiveness regarding training.

III. The next training center visited by Chuck Cameron in his New York travels was the Young Life Urban Institute, Lower East Manhattan, New York City. The report of the researcher was enthusiastic concerning this particular institute. We became enthusiastic also after reading his report and some materials on the Institute.

The trainees are committed to a one-year period in the training process. Two aspects of their training deserve consideration.

1. The training approach is very personalized. For example, if one of the trainees voices a need on a Monday for a particular topic, by Friday of that same week the entire class of trainees will have a session on that topic.
2. What the trainees learn in the Center is constantly related to what they are doing in the field.



The personalization produced by these two combined factors is what makes the training so vital and meaningful for each trainee.

"THE YOUNG LIFE URBAN INSTITUTE EVALUATION:

"The success of urban programs and youth programs in particular depend upon two important factors in our opinion -- the charity and realism of its strategy from the top and the caliber of leadership at the grass roots. Programs cannot be dreamed up and superimposed upon communities--no matter how beautiful they seem. Youth do not respond to programs--they respond to leaders who listen and help them implement their own youthful aspirations.

"We strongly believe that all youth programs must begin with street work. This axiom has wide-spread acceptance but rare realization. Furthermore, only as street workers have access to higher administrative jobs will they maintain an interest in continual training and "progressional" growth--and only then will programs realistically reflect the needs of the streets and the problems of implementing programs.

"For training purposes we have described the following levels of leadership: Street worker, Director-in-Training, Director.

"Street workers are generally young men or women who have grown up on the streets. This experience does not in itself make a street worker--a common fallacy of many programs. We feel that those who are in the "street thing" with all that implies must pass through a radical ideological and emotional change of attitude towards personal and community values and responsibilities. Along with such a re-thinking must go basic and intensive, yet appropriate and flexible, training.

"We distinguish between leaders and directors in the following way. We see leaders as those who have charisma with youth and whose major time is spent developing relationships and programs with kids. A director retains

his touch with youth and the streets, but he has sacrificed a good bit of time spent directly with youth to enable others to reduplicate his success. A director is a leader able to raise funds, plan a program, and recruit, train, and supervise staff. A director's number one priority is not directly to kids and streets, but to his staff.

"There seem to be three general directions that training needs to take:

I. Personal Growth
   A. Negative
      1. Dealing with faulty attitudes and values
      2. Dealing with personal hang-ups
      3. Dealing with marriage problems
      4. Dealing with problems of staff relations

   B. Positive
      1. Physical conditioning and grooming (Outward Bound)
      2. Self-identity (instruction and T-groups)
      3. Academic up-grading (tutoring)
      4. Job ("professional") skills (discussions & experience)
      5. Spiritual commitment and discipline-discussion of ultimate questions and inner moral concepts in terms that make sense to the individual in his situation.

   Examples: Reality, Truth, Honesty, Alienation, Guilt, Hostility, Reconciliation, Forgiveness, Compassion or Concern, Confrontation, Responsibility, Commitment, Discipline, Unity, Brotherhood, the Word of God, Jesus Christ, the Kingdom of God.

II. General Education & Program Training
(Seminars, discussions, workshops, reading)
   A. Racial Crisis & Minority Movements
   B. The Urban Crisis
   C. Understanding the Systems of the Power Structure
   D. Strategy & Implementation of Programs
   E. Funding Programs & Financial Responsibility
   F. Theological & Ethical Concepts
   G. T-Groups

III. Special Educational Skills & Research (Tutorials)
   A. How to Study
   B. Reading
   C. Writing
   D. Speech

E. Math
F. Research: of subjects, of communities

IV. Experience
A. We build upon the individual's past experience. Through a personal visit to his home base, we learn of his previous work, success, and problems. These are frankly discussed in personal and group encounters.

B. In New York, the trainee selects a project in which to work. He works as a street worker, building relationships he knows will be temporary with youth of a new and strange area under supervision. Evaluation comes one-to-one and in groups--both in project staff meetings and in institute groups.

NOTE: Growing up on the streets does not make a street worker. Many are not doing their job because they haven't been trained in very basic techniques such as contact, counseling, referral practices, and follow-up."

From an information sheet put out by Young Life Urban Institute.

IV. Berkshire Farms, Canaan, New York (a private institution)

This facility is licensed under the Division for Youth, state of New York. From a training aspect the most interesting thing about Berkshire Farm is their highly refined use of audio tapes. They have a collection of tapes which includes many interviews between delinquent youths and their counselors. They have developed a catalog and supplement this catalog with written interviews for use for training groups.

New interviews are constantly being added to the collection and periodically catalogs and catalog supplements are issued. The individual taped interviews are available to the public at the cost price of $4 each, postage paid any place in the United States.

PENNSYLVANIA AND OHIO

Researcher: John L. Tagert, corporal, Juvenile Police Bureau, Colorado Springs, Colorado

Recently the thrust of youth services has been toward prevention with secondary responses in the direction of modifying undesirable behavior or condition.

Studies of low level justice and decision-making concluded that police departments were, in fact, first line social work agencies with the bulk of their duties of a protective rather than prosecutive nature. If there was to be a significant improvement of services on an initial contact level, it would be necessary to make use of the behavioral sciences, resources and developed referrals that would enhance decision-making and engender a professional status.

State grants through welfare agencies to individual police agencies were available for those willing to develop specialized youth services.

The current program is operational on six levels.

1. The county level for the generalist which offers 20 hours of instruction over a period of eight weeks.
2. One-week specialist training (voluntary attendance).
3. Two-week specialist program offered in a university setting.
4. Particularist one-day training for the supervisor who must utilize his newly developed staff assets.
5. Advanced training for the specialist who has some field experience.

6. One-time training program for special groups (schools, churches, social agencies, etc.) and refresher courses on an as-needed basis.

In addition, planning and research services are made available to all qualified applicants.

Cincinnati Juvenile Attitude Project, Cincinnati, Ohio

This project utilizes a research instrument regarding attitudes (negative and positive) in determining its set-up. An existing police service was expanded to include lecture, classroom presentations, and police facility tours as part of the regular junior high social studies curriculum. Teachers included more detailed study plans in the area of law, justice, and the role of the police in a democratic society. The social studies and civics segments of the academic year became a joint school/police effort.

To counteract undesirable and deeply-rooted ideas that are perpetuated in the police department, a 16-hour course of study was incorporated in the rookie training school.

Training for police officers is oriented toward the concept/skill synthesis. Its aim is to teach police officers how to utilize community resources, referral procedures, recognition of potentially damaging situations, and concepts governing rehabilitative and preventive techniques.

The entire program is geared to prevention and problem-solving on the most elemental scale.

This exceptionally well-written and structured report includes

concise, intelligent information on a neglected area of future emphasis--prevention and change of attitudes especially important to training and administrative staffs today.

ILLINOIS

Researcher, Charles E. Gavin, training officer, Denver Juvenile Court

I. Federal Probation Training Center, Chicago

Eighty hours of orientation are spent in lecture, group discussion, workshops, and group interactions with the lecturers. The program included speakers from various colleges and universities.

II. Department of Human Resources of the city of Chicago

This department holds an eight-week orientation program which the attendees felt was not beneficial as they would probably gain most of their experience and knowledge through work in the field and offices. It included, typically, speakers, film, group discussion, role playing, written work assignments.

Of the eleven field researchers, Chuck Gavin, Sam Dunlap, and John McIlwee reported especially interesting programs which, though related to training, also reflect some typical frustration which all of the field researchers encountered in varying degrees. The following report by Chuck Gavin focuses on those frustrations.

"My contact person was Mrs. Betty Begg, director. I spent two days in her programs, which were called the Joint Youth Development Committee.

In each department of Human Resources, there were many correction units. I visited all parts of the system, except the Illinois Youth Commission and the Methodist Youth Service. Most of my time was spent with the Lawndale Correction Unit. Mr. Leroy Black was director and my contact. In this unit there are workers from the Welfare Department, Parole, and Probation, sharing the same office space, using the team approach. They also make use of community aides as youth or gang workers out on the streets in the community. Mr. Black arranged for me to spend some time with one of the street workers who related to me in regard to the gang situation in Chicago. They have three main gangs: the Black Stone Rangers, the Vice Lords, and the Disciples. Their membership, with the largest gang having a total of 7,000 members, ranging in age from 7 to 37, with the oldest member having the control and usually serve as leaders and controllers of the gang. The Vice Lords got an $85,000 grant from the Federal Government sometime in 1969. They used the money to fund summer programs and start businesses in the area. They set up employment agencies, basic education workshops, etc. They secured 385 jobs for teenagers that summer. The street worker also set up an appointment with one of the leaders in the Vice Lords. But when we got to the meeting place for the conference, we were told that the leader had to go out because there was trouble in the area. This does happen, and the worker said the leaders do keep the lid on things in the troubled area. I tried to talk to some of the other members but no one would answer any questions for me. We went back to the office, and I spent my time talking with the new probation officer who had just completed his new orientation period. Three of these people did talk with me, and they talked about their eight-

week orientation. They stated they had the usual type course of instruction--what is probation; the role of the probation officer; forms and procedures; case recording; the supervisior process; interviewing; investigation; case work, etc. The methou of instruction was usually speakers, film, group discussion, role playing, written work assignments. Their response from this type of an orientation class was they felt it was not beneficial and they would probably gain most of their experience and knowledge through the work in the field and various offices. I also talked with one person who was handling group therapy with the gang members. I was given permission to sit in on the session with the approval of the members, however, this did not pan out because of a crisis situation in the K Town area, where the boys stayed, so I could not sit in on the session. I spoke with another member of the unit who worked with the victims of the offender. He provided social services or referred them to other agencies for help.

"I spent the last afternoon with one of the community service centers. They are the community aidestaff members who visit the family after a community adjustment referral comes to the office from the youth officer. The community aides are non-professional who are employed from the area for which they work. They provide counseling and general aid to the family in any way they can.

"In closing, I don't think I will comment on all the various, big and wonderful programs in Chicago. I think its bigness has typical advantages and disadvantages. It looks good on paper, but very hard to administrate and as for their training efforts, I didn't observe any, nor did I get any reports on any of their on-going programs."

WISCONSIN

Researcher: Carlos Salazar, principal resident supervisor, Colorado Youth Center, Denver, Colorado

I. Wisconsin School for Boys and Reception Center, Wales

Training for new employees is a closely-supervised step-by-step process:

1. A screening program and consequent interview
2. Six-month probation including
   a. 217 hours of familiarization with duties and responsibilities
   b. Progress evaluated by a special test during the first 24 hours
3. After completion of the 217 hours, the individual works a shift without close supervision
4. After the initial first year, the individual may take the Civil Service exam for the position held.

The lengthy process is designed, obviously, to weed out those not deeply concerned for the objective in mind--the welfare of the children.

II. Wisconsin Corrections Academy, Elkhorn

Curriculum of Training

Various courses and classes are based on job positions in institutions. Instructors are drawn from a wide source of personnel demonstrating excellence in their fields or positions.

Techniques of Training

Instructors develop their own methods and subject matter. Classes are relaxed, informal, and emphasize participation and involvement.

Methods Used

Video tape replays are used extensively in this training.

Action-class (deriving solutions for actual cases; assuming roles of other personnel).

Audio visual aids

Overall student evaluations are submitted to the superintendent director who chooses the instructors.

III. Department of Health and Social Services
Walworth Correctional Center, Williams Bay

The main purpose of the pre-release center for parolees is to prepare them for outside living, which in this case includes a series of lectures and demonstrations covering:

finances
use of leisure time
how to get and hold a job
the labor market
union regulations
common law and criminal justice
clothing purchase
parole regulations
community resources
marriage and the family
alcohol and narcotic addiction
auto and traffic regulations

Techniques employed are role-playing, lecture, audio visual, question and answer.

CHAPTER VIII

FIELD RESEARCHERS' REPORTS

The West

We discovered from our examination of the voluminous Eastern field researchers' reports that what we chose to term "incestuous dialogue" concerning training, was somewhat in evidence in the East. We were examining rehashes of the old traditional forms of correctional officer training, perhaps originating out of old Federal Correctional Institute manuals initiated at what was once considered the "Mecca" of correctional officer training by some--Washington, D. C.

We detected proof of this theory when we discovered that our field researchers brought back pamphlets containing information about training which originated much closer to home. Yet to suggest that it originated nearer to us, is we suggest, a naive belief. Occasionally there was some evidence that at least a few trainers had started programs fresh with design and ideas. We read the reports from the East and were somewhat dismayed at the results. Yet there were some good ideas.

Now come the Western reports. The West has been known to start new things, to innovate, to experiment. Here are abstracts of the field researchers' reports.

WASHINGTON

Researcher: Mrs. Mary Lou Culpepper, group life supervisor, Mount View Girls' School, Morrison, Colorado

I. Maple Lane School for Girls, Olympia

The greatest amount of training is through osmosis, but there are supplements to this on-the-job training; possibly the most used is Centralia College which offers an Associate of Technical Arts degree. Attending college is rather easy for some staff members of Maple Lane.

In discussions with the staff it seemed that there was an expression of a need for "How to", not theory of "Typical" course. Outside speakers or outside contacts must include persons in the ghettos, minority groups, drug abuse, and prison life.

II. Cascadia Reception Diagnostic Center, Tacoma

The outline for training at Cascadia consisted of materials written by recognized specialists in their field. The written material may serve as a good group discussion foundation for staff members. It was not clear as to how the materials would be utilized.

III. Echo Glen Children's Center (co-educational), Snoqualmie

No tangible training program is in effect, but special resource material provides on-going, on-the-job training. A Policy and Procedure Manual offers guidelines in basic rules for training new staff, and a "Cottage Equipment Guide" assists new people in the care and operation of new equipment--which is exceptional at EGCC. Instant TV replay is used in the training of new and problem employees.

UTAH

Researcher: David Herrera, resident supervisor, Colorado Youth Center
Denver, Colorado

I. Clearfield Job Corps Center, Clearfield

The population of Clearfield Job Corps Center is select and academically superior. Human relations and interactions are stressed with a resultant success in training and placement. The principal methods in the Clearfield Job Corps Center are T-groups and encounter group training. With the aid of one-way mirrors, group leaders observe trainer techniques and events of group processes. Trainers are well educated in group dynamics and processes. This is an excellent method for aiding youth, especially when a one-to-one relationship is not feasible. Dr. Glaser's famous "Reality Theory" is part of the fad at this Center. Closed circuit TV is used extensively.

We quote from Dave Herrera's report the following passage, not so much for its trainingcurriculum value, but from its value regarding the "Openness" of both trainee and trainer. In our efforts to train youth workers we often miss this important point.

> "The administration is very responsive to the needs and requests of the para-professional institute. Those trainers with whom I spoke felt that communications and understanding among themselves was excellent, and I also observed this to be true. This freedom to communicate and willingness to be understanding among the Institute

staff could be the result of the occasional encounter groups held for the staff members and the habits learned by the trainers in their daily encounter group work. The trainers seemed to be very much aware of the political games and personal problems encountered in employer-employee relationships and problem-solving. These attitudes of cooperation and understanding also influence the staff's relationships with the Corpsmen. The policy of the trainers is never to get "hard-nosed" or punitive with the Corpsmen; they feel this encourages "games" and hostility. The principal trainer with whom I spoke felt that staff training and experience in dealing with problems was important to their policy in that it enables the staff member to feel more capable and comfortable in dealing with and working out Corpsmen's problems outside the group meetings. I observed this in action when a trainer settled some ill-feeling between two corpsmen. The trainers are also available and approachable to the corpsmen; and if problems are serious enough, the corpsmen will be referred to the staff psychiatrist or dismissed from the Center which seldom happens."

II. Weber-Basin Job Corps Center, Ogden

Because of limited size, no organized or special program of training is instituted. A one-week training session is held in a Federal office in Salt Lake City and conducted once a year. Techniques and individuals' problems are discussed as well as problem behavior.

TEXAS

Researcher: John P. McIlwee, assistant director, Golden Gate Youth Camp
Golden, Colorado

I. The Institute of Contemporary Corrections and Behavioral Sciences, Sam Houston State University, Huntsville

The Institute offers classes in probation and parole supervision, criminology, criminological research, penology, and criminological theory. Almost all instructors have had experience within the fields they teach. Extension services are available throughout the state.

II. Texas Youth Council, Austin

Three-phase Training

They begin with a pre-service education which consists of a two-week orientation period for all employees. This two-week orientation period compares favorably with the training given our institutional people. The next step is in-service education in which they continue to have training sessions for their employees throughout the year. What they consider their most important program at this time is their third phase: continuing education. The Texas Youth Council, along with Sam Houston State University, have worked out several college level courses for their employees. Since there are extension services located throughout the state of Texas, a large percentage of the employees are taking advantage of this program.

Youth Activity Supervisors Program

Eight weeks of classroom study during the summer with weekly two-hour sessions continued through the year characterize this program. The curriculum covers a wide variety of subjects.

III. The Gatesville State School for Boys, Gatesville

The training program includes the similar set-up by Sam Houston State University and also nearby Baylor University.

IV. Mountain View School for Boys, Gatesville

Programs similar to those at Gatesville State School for Boys work at this maximum security institution with successful results.

Of special note here is that Osborne Associates, a consulting concern in New York, rates the entire Texas Youth Council's program second in the United States only to California.

WASHINGTON

Researcher: Robert Moffitt, director, Young Life PARTNERS, Denver

I. Seattle III Community Resources Training Institute
Department of Institutions, Seattle

A. Objectives

1. Acquaint corrections personnel with community resources

a. institutions such as half-way houses

b. organizations such as minority group political parties

c. subgroup representatives, such as articulate pimps, unemployed, homosexuals, etc.

2. Help trainees understand the life perspective of their clients.

B. Basic Learning Techniques

1. Traditional instruction or lecture

2. Basic instructors or client-types directly involved in the situations being studied.

3. Participation

4. De-briefing sessions

Basic Instructors

Articulate representative participants are involved in a session. For example, a 16-year old prostitute participates in a discussion regarding prostitution.

Participation

Participation involves trainess in on-location observation and participation (as much as practical) in life situations of selected institutions or individuals. Living in a hotel was one aspect of

participation designed to place the trainee in a 24-hour, one-week "poverty" experience. Other areas: night street walking in hustler areas, riding with night police patrols, staying in the city jail, spending a night in various half-way houses, visiting a drug rehabilitation center.

One of the most interesting participation experiences involved job hunting with an assumed deficit. A valuable insight is gained by trainees in relation to their sending adjudicated parolees job hunting.

An extension of the participation technique required a handed-in ditto of each participant's individual experience and reactions to the experience. Copies were distributed to the other participants.

Types of experiences during the day and from day-to-day were varied creatively to avoid the mental numbing of repetition. Structural learning techniques of approximately 50 hours were spent as follows:

Lecture	25%	De-briefing	8%
Basic Instructors	30%	Films	3%
Participation	30%	Psychodrama	4%

Participants, it was felt, would rank these techniques for the order of their effectiveness as:

High	--	Basic Instructors Participation
Middle	--	Lecture De-briefing
Low	--	Psychodrama Films

It was felt by the field researcher that less was learned in the lecture sessions than in any other portion of the Institute. The researcher felt, also, that more time should have been delegated to psychodrama. A detailed outline of the five-day curriculum is included in this researcher's report.

1. Daily feedbacks of reactions and suggestions were required of each participant which were evaluated for immediate consideration.
2. Identical questionnaires were distributed at the beginning and termination of the Institute to measure any value changes.
3. An overall evalutation of constructive criticism was requested at the end of the course.

Field Researcher Robert Moffitt's entire report has been included as an addendum to this book. It serves as an example of good research, good reporting, and contains many segments of training previously done in Colorado. Other researchers' reports were similar to this report. Thus, it indicates the extent of efforts made by each of the field researchers to supply us with excellent information, well presented.

CALIFORNIA

Researcher: Sam Dunlap, Public Schools, Colorado Springs, Colorado

I. Los Angeles County Probation Department

This appears to have one of the better staff training programs in the country. The function in the probation department has as

its two major responsibilities the protection of the community and the rehabilitation of the probationer.

Deputy probation officers must handle all cases under their supervision with efficiency and effectiveness. The task of handling each case in compliance with department policy, maintaining adequate records, writing a variety of reports to the court and other agencies, and simultaneously maintaining a professional, helpful relationship with the probationer requires extensive training programs.

There is such a demand for deputy probation officers that the training program has been cut from nine months to three months.

There appears to be five major guidelines which make this training of particular significance.

1. Management-involvement

   The key seems to be involvement.

2. Recruiting

   Continuous and extensive over many states.

3. Screening

   The need to create a new set of standards based on need of the future rather than past, is recognized.

4. Hiring

   The decision to hire should be based on the applicant's potential. The great hang-up here revolves around the conflict between the *qualified* applicant and the *qualifiable* applicant.

5. Interviewing

   Interviewing applicants is usually done by sensitive people of the department.

II. Delinquency Control Institute, University of Southern California School of Public Administration, Los Angeles

Curriculum

The Institute offers classroom instruction and seminar discussion in four major categories:

CRIME AND DELINQUENCY CAUSATION. Emphasizes growth and change in childhood and adolescence; utilizes the contributions made by the behavioral sciences.

DELINQUENCY PREVENTION AND CONTROL. Considers various approaches including the legal, probation and parole, and community values.

POLICE ADMINISTRATION AND TECHNIQUES. Special emphasis upon administration of police juvenile programs and the role of the law enforcement officer in today's changing society.

LEADERSHIP AND HUMAN RELATION. Stresses the skills of decision-making, problem-solving, and communication.

Method

The four-fold attack on the basic problems as presented in the classroom by regular members of the faculty of the University of Southern California is reinforced by a wide range of guest lecturers representing businessmen, criminologists, social workers, recreation specialists, correctional executives, crime laboratory technicians, security officers, psychiatrists, and communication specialists.

Classroom instruction is supplemented by research field work and field visits to important agencies and institutions engaged in juvenile work.

Participants

Twenty-five persons are admitted to each class and are selected from police departments, probation and parole departments, district attorney's staff, school districts, or citizens interested and qualified in youth counseling. At present DCI operates two classes concurrently.

Credit

Twelve units of college credit within the School of Public Administration are earned upon completion of the 12-week course.

III. Operation R.O.D.E.O., Los Angeles

We are including Field Researcher Dunlap's report on R.O.D.E.O. here not because it presents important curriculum, but because it demonstrates one way in which a volunteer or other non-professional can be trained for important tasks by the utilization of the team method.

R.O.D.E.O. Reduction of Delinquency through Expansion of Opportunity ...a unique project to provide specialized services in the community for delinquent minors who otherwise would be removed from their homes and placed in a Probation Camp or institutional program.
Serving youth in some of the major "poverty areas" of the County, RODEO is trying to relate the minors and their families to resources for education, job training and employment. The goal is to "open up" the community's opportunity structure to young men and women who are often cut off from such opportunities.

Probation services are being supplemented by community resources to provide whatever is needed to prepare them for productive levels, breaking the well-known "cycle of poverty."

THE TEAM APPROACH IS one of RODEO's most exciting innovations. Two Probation Aides--residents of the community being served--are assigned to work with a Deputy Probation Officer.

Each such 3-man "Team" is responsible for the supervision and rehabilitation of 30 juveniles, ages 13 through 18, ordered to the Project by the Juvenile Court. Twenty-four teams are supervising a total of 720 RODEO cases.

Through this team approach, the Probation Aides assigned to RODEO will, with the guidance of the Deputy Probation Officer, extend the nature and range of probation services. This will include meeting basic human needs which are paramount in the minor's rehabilitation but for which heretofore there was neither the time nor the breadth of capacity in the DPO's role.

Specifically, the team's objectives are:

---to include the minor's total environment, especially his family, in the treatment process and, with the understanding and empathy of the Aides, to help the minor and his family to become aware of and to use their own strengths and potentialities for change.

---to develop criteria, job standards, training and upgrading programs and an expanded role for the Aide

position as a permanent Probation Department job classification.

---to marshal the resources within the community to help in the rehabilitative process.

In summary, RODEO is unique because it includes:

1. Treatment within the community of seriously delinquent minors who otherwise would be sent to Probation Camps or institutions;
2. Expansion of the role of the supervising DPO so that he becomes a catalyst, generating community support and help, as well as a direct agent of change;
3. Use of indigenous Probation Aides as members of a treatment team;
4. Intensive group as well as individual counseling with the minors and also with their families;
5. Bringing the minor's total environment, especially his family, into the treatment process; and
6. Efforts to generate a cooperative, non-hostile family environment, aimed at building a climate for continuing rehabilitation beyond the brief probationary period.

From the results of this survey, we could substantiate much of the conclusions we had made regarding training as observed in other states by our field researchers.

Summary of Research

In general, there is a need for training of youth workers which is relevant, innovative, brief, simplified, easy-to-grasp and utilize on the job immediately after training and is accepted by administrators.

Traditional training subjects, methodologies and evaluations are being carried out in many states in the United States, based upon frames of reference dating back to before World War II. Much of the training has been lifted from other sources in a sort of bureaucratic, incestual dialogue system. The entire system of selection of training personnel, in most states, follows antiquated traditional methods for recruitment, selection, salary responsibility, and authority. In most states, the persons in charge of training correctional personnel have had little previous education or training in the profession which they have undertaken to represent, i.e., training. In several cases, persons serving in the personnel training capacity were placed in that job without previous knowledge of training subjects or methodologies. In a few cases training personnel ended in the training field because, as they suggest, "There was no where else to put me until retirement."

This appalling situation is, however, beginning to change. The current crime figures in the United States have created a surge forward in recognizing the facts suggested above about training in the correctional

field. Millions of dollars of federal and state money are now being made available to upgrade the entire correctional environment and especially the selection and training of persons working in the correctional field and the selection and training of their trainers.

Training is still, in many cases, a game which both trainer and trainee play because "it's there," but the scene is slowly changing.

In our research we discovered a few isolated cases in which the youth worker participated in training which he considered meaningful and appropriate to his job. The Lower Manhattan Young Life training program in New York City is probably the best example of innovative training by knowledgeable persons utilizing simple, but significant methods and is evaluated constantly. The evaluation results were, in turn, acted upon in a matter of hours or days. Nowhere else in the United States did our field researchers find such a flexible operation.

Innovation is only one of many key words. Innovation must also be significantly meaningful to be appropriate in training. Using innovation as one of Colorado's key words in training design, however, prompts us to suggest that the following goals are included by the designers of Colorado's youth worker training programs.

1. The curriculum goal should center around the client rather than other subjects.

2. The trainee must have active involvement in the training process. This requires the elimination of about 80 percent of the traditional rote learning or lecture processes.

3. The client incarcerated in various institutions or the client on the street should be recruited to serve as a trainer to a considerable extent. Minority and majority populations of clients should be included.

4. The development of curriculum should be based on flexibility in content and methodology and the system should be able to instigate as well as cope with changes in curriculum which are based on significant feedback, evaluating past training.

5. The ultimate objective of training is to meet clients' needs (as opposed to staff or system needs) and recognition of this objective should be broadcasted to administrators and by administrators of correctional programs.

6. Resources throughout the country offer considerable material which could be utilized by others. Some method of communicating this resource material as found in the Institute on Crime and Delinquency University of Southern Illinois "Tools for Trainers" and the Colorado Youth Workers Training Center's several volumes entitled "Tools for Youth Worker Trainers," should be made.

7. Youth worker trainers throughout the United States should have some means of coming together each year to discuss subjects, methods, evaluation, and research of training and to exchange information.

Limitations to be considered

These few ultimate objectives give the reader some clue as to the magnitude of the task. Ultimate objectives must often be modified if practical objectives are to be achieved. The staff of the Colorado Division of Youth Services and the Colorado Youth Workers Training Center along with other youth worker staffs in Colorado, view their particular state's limitations as follows:

1. Money

   a. There needs to be additional money for creating regular and experimental training programs.

   b. There needs to be additional funds to provide tuition, travel, and compensatory payments to youth workers unable to provide these expenses from the limited salaries they have been provided, yet who are planning to remain in the youth worker field with an ambition to develop it into their own career.

2. Distance between trainee and training resource

   In Colorado, distances between where trainers usually are located and where the trainee functions, may exceed 400 miles. Sheriffs, welfare workers, youth center personnel have few funds to provide for considerable travel or time to gain much-needed training.

3. Multiple needs of differing youth institutions

   a. Juvenile Police officers have certain requirements which differ from youth workers located in institutions and these, in turn, have differing needs than do street academy workers, etc. Thus, different curricula must be developed.

   b. Each group of trainees requires some type of training techniques which differs from the other. Time, distance, limited number of training resource people determine the development of techniques, as well as the group of trainees.

4. Staff size

   a. The training staff in any state is limited. In Colorado, The largest youth worker training staff consists of only three staff members with some funds provided for consultants under Federal grant money.

   b. Staff size of various youth institutions is limited. This, in turn, makes it difficult to excuse staff members for training programs. Employee shortages in the correction setting in Colorado have been considerable.

5. Resistance to Change

   a. Correctional administrations in Colorado are extremely traditional, and in most of the states visited by the field researchers, this was the case. Administrators may support training so long as it doesn't rock the boat, cause employees to ask questions or cause employees to innovate new and different treatment methods. Thus, there tends to be a constant, which is found in planning, funding, participation. That constant is"resistance to change."

   b. Staff members coming from low income families,in many cases with a G.E.D. high school equivalent diploma and overly conscious of this fact, are placed in working situations where frequent contact is made with clinical services personnel with doctoral degrees, thus some of them tend to feel inferior. Training has often served to point out their

b. con't
predicament much stronger. Thus, a sort of inherent resistance is found among many youth workers to training. Staff desires are not generally ambitious in terms of desire for intensive training leading to significant changes in staff behavior patterns. Responses to surveys emphasize the staff desire that training should not interfere with routine which staff members have been accustomed to. However, staff members do support innovative (perhaps because they appear to be less boring) methods and techniques in the training they do attend.

CHAPTER IX

ACTION STARTS

Training Programs Initiated as a result of the Curriculum Development Project

The practical limitations discussed earlier suggest that ideals desired both by administrators, training staffs, and youth workers cannot always be achieved. The input of information reviewed in this and previous reports suggests many possibilities for training. The following is a sampling of the possibilities.

These programs should not be construed as a final model for training Colorado youth workers. These possibilities are suggested topics for training as determined by present needs and will be given priority in the establishment of a meaningful program by Colorado Youth Workers Training Center. As the training of workers in Colorado begins to take on more significance, an expanded number of programs and training inputs will be developed.

Classification Systems:

Various systems for classifying youthful offenders and youth workers have been utilized in Colorado. Differential treatment methodologies were first attempted by the Federal Youth Center on an experimental basis in Washington, D. C. Later, this was accomplished at the Robert F. Kennedy Youth Center in Morgantown, West Virginia. Parts of these programs were incorporated in the Federal Youth Center, Englewood, Colorado. Recent training directions are geared to focusing on the more systematic methods of classifying and treating youthful offenders. The director of Colorado's Division of Youth Services (formerly warden of the Federal Youth Center)

recognized the value of this system in 1961 and later studied the system at the FYC in Washington, D. C. He also studied the methodology of Operant Conditioning developed at the Washington Center as a part of the differential treatment program.

With the director's support, the Colorado Youth Workers Training Center launched into the differential treatment program by sending a team of six persons to California for a five-week training course in I-Level Classification and Treatment (the "I" standing for Interpersonal Maturity Level).

Upon return from California, the team developed a policy paper and began a methodical approach for developing the I-Level program. Pilot projects using the I-Level system have been developed; and training is now being expanded, especially along the Eastern slope of Colorado, encompassing the Denver metropolitan area, Colorado Springs, Fort Collins, and Pueblo.

Studies on several levels of training in the I-Level system have suggested that training be developed on the basis of providing "core" persons, well-trained to train others, and that a "criterion group" be trained to insure classification accuracy. The "core" and "criterion" personnel would, in turn, be responsible for developing key demonstration projects in institutions and other agencies.

The curriculum for I-Level training involves extensive interviewing and classification experiences through live and both audio-video taped procedures. The curriculum also includes training which places a heavy emphasis on "criterion" group evaluation to establish reliability and validity data for the I-Level trainees. It also seeks to determine and

support the differential abilities of the training group in relation to the I-Level Methodology. The curriculum can, therefore, be understood as individual and developmental.

The implementation of the program began during the late spring and summer of 1970.

Training in the Area of Drug Usage

The drug problem is obvious in the United States and in Colorado. Curriculum based on the drug problem as one of the major symptoms of emotional problems of youths is needs. A general curriculum was developed by the Colorado Youth Workers Training Center staff to objectively present the problem, some of its ramifications, and some possible alternatives in the treatment areas. Its content includes, among other subject areas, the following:

1. Visual identification of persons on drugs
   A. Legal drug usage (prescriptions, etc.)
   B. Street drugs (concoctions, purchases)
   C. Implements of usage
2. Methods of drug usage
3. Symptoms and effects
4. Care and Treatment of Persons under Influence of Drugs
   A. The flash-back situation
   B. The overdose situation
   C. Bad trip situation
   D. Normal experiences
4. Drug abuse
   A. Psychology of drug abuse

B. The youth sub-culture phenomena connotation

Presentation of training associated with the drug curriculum has been designed to include:

1. Video tape utilizing varied materials to emphasize generalities concerning the drug scene, specific areas, and methods of working with and treating drug users.
2. Visual materials for examination (touch, smell, and feel)
3. Printed take-home materials for easy reference
4. Follow-up materials to determine what additional training is required

Group Life Training

The curriculum developed for training persons involved in group life situations, (cottages, half-way houses, street academies) covers a myriad of topics for it is in this area that our research indicates a tremendous need. The general subject areas designed for implementing into the program are as follows:

I. Group Dynamics
   1. General Orientation
      A. Communication
      B. Individual Member
      C. Interaction
         (1) Cohesiveness
         (2) Conflict
         (3) Fight/Flight
         (4) Atmosphere
      D. Leadership

E. Goals

II. Communication

1. Communication Models

A. One way

B. Two way

2. Verbal

A. Spoken

B. Written

3. Non-Verbal

A. Sign

B. Symbols

C. Action

4. Factors to be considered

A. Individual

B. Environmental

III. Perception of Reality

1. Role of language

A. Words

B. General Semantics

2. Internal Factors

intensional/concrete

3. External Factors

extensional/abstract

IV. Individual

1. Needs of individual (Maslow)

A. McWASP

B. Caucasian

C. Black

D. Brown

2. Motivation

A. Beliefs

B. Attitudes

C. Values

D. Behavior Pattern

3. Change Agent

A. Society

(1) Norms

(2) Conformity

B. Behavior Modification

(1) Self-imposed

(2) Other-imposed

a. Parents

b. Peers

c. Siblings

d. Teachers

e. Cottage counselor

f. Probation officer

g. Parole officer

4. Roles

A. Identity/Self image

B. Sub-identity

C. Acceptable vs Authentic

D. Role-self vs Real-self

V. Interaction

1. Self-description

Public self

2. Self-Disclosure

Private self

3. Feedback

A. "Telling it like it is"

B. "Telling it like it isn't"

C. Prescriptive vs Descriptive

D. Leveling

4. Personal Growth

5. Group Growth

A. Basic Personal Needs

B. Basic Group Needs

C. Primary Growth Processes

D. Anti-Growth Processes

VI. Group Process

1. Individual Goals

2. Group Goals

A. Short Range

B. Long Range

C. Group Member Functions

D. What to observe in a Group

E. Leadership

(1) Styles

(2) Functional

(3) Situational

(4) Shared

The Group Life training has as its focus both the resident supervisor and the individual delinquent. Its purpose would be primarily to improve the ability to treat the delinquent by raising the level of communication and the resultant understanding between counselor and delinquent. This could be achieved by developing a common core of knowledge centered around communication, both intra- and inter-personal. The intra-personal would have as its goal individual awareness and sensitivity. The inter-personal communication would have as its goal individual growth through the group process. Since the majority of the interaction between counselor and delinquent occurs in the group setting, group training methodologies would be employed wherever possible. These would include such approaches as group discussion, role-playing, stimulated recall, VTR self-confrontation, the incident process, case study, guided discussion, and the teaching interview. Additional training would also utilize lectures, films, slides, and programmed instruction.

Police Officer Training

Based on recommendations made during the curriculum conferences and using the directions prescribed by the Police Planning Task Force and data from John Tagert's Field Research report, a Juvenile Police Officer-Basic Training Program was developed in 1970. It was designed as a mandatory forty-hour program. The program was designed to accomplish a variety of different tasks. First, it was necessary to meet some of the more basic technical requirements and improve on those skills which are essential to the daily performance of the officers' duties. Classes are included to cover the proper use of and reasons for, various forms, reports, and procedures. Expanding on these issues and putting them in a clear framework involves a comprehensive discussion of the juvenile justice system and the Colorado legal structure with emphasis on the Children's Code. These areas are crucial for an understanding of the context or environment in which a police officer must function. Following this type of instruction are some explorations of the changing role of the policeman--historically and within present social parameters.

Some time is devoted to improving and understanding communication with clients and publics. Another area, which allows the trainee to develop better skills for handling typical juvenile police problems, involves training in the psychology of youth and those factors influencing youth behavior. A series of lecture-workshops utilizing key representatives from the public with whom the juvenile police officer must work was developed to increase the officer's knowledge and help him to understand the nature of different minorities, sub-cultures, and other organizations. The intent is to improve communication techniques between officer and client.

A tentative program outline was developed on the basis of the above material and is presented below:

I. Reports and the Police Officer

Discussion of which reports are used by the juvenile police officer, where they are sent and why. Also what the Code says about reports and why they are important. The filling out of reports and proper terminology is stressed. This section will include a comprehensive coverage of correct methods and procedures.

II. The Juvenile System in Colorado

To include the juvenile laws of Colorado and the major court decisions regarding youth. The court system and all categories of the youth corrections system will be discussed and explained, including probation, detention, institutions, and available alternatives to probation and incarceration, i.e., youth service bureaus and volunteer youth programs. Data will be provided to make this content geographically relevant.

III. The Various Roles of a Police Officer

Different roles and their appropriateness will be evaluated: the policeman as an extension of the family, as law enforcer, helping agent, amateur psychologist, professional and non-professional, and as an agent of the court.

IV. Understanding the Psychology of Youth

A particular focus and emphasis will be placed on the key elements which influence youth behavior. Specific consideration for the relationships and interactions of adolescents with peer groups, drugs, parents, school, and sex.

V. Communication with "Clients"

There will be an exploration of how words mean different things to different people; how communication problems make the job more difficult--people react to words as if they were "reality" and react emotionally and illogically. Emphasis will be on the idea that words can be used to promote reason and understanding, instead of reinforcing stereotypes, and how to recognize language problems and prevent them. Specific techniques for improving the officer's communication with his "clients" will be discussed. Video tape equipment will be used for examples and exercises.

VI. Lecture-Workshops

Representatives from specific minority and sub-cultural groups will present material to the trainees. The purpose to develop bridges between the police officer and his community. The focus will be on a broader and more realistic understanding between them.

This program was designed in one-day blocks and as much as possible made available in a package or correspondence form. This format serves to meet the needs of the small out-state departments. And, in addition to this broad program, special and individual training packages are made available to supplement the outlined program.

Feedback from a trial run of this training in December 1970, indicated that it was of considerable value to the eight police officers enrolled.

CHAPTER X

CURRICULUM MODELS DEVELOPED FROM RESEARCH CONCLUSIONS

In this chapter an attempt has been made to consolidate our winnings, indicate our limitations, and suggest directions we have chosen to take. Should the data be useful in other states, excellent. In any case, we are now using the results of the data in Colorado.

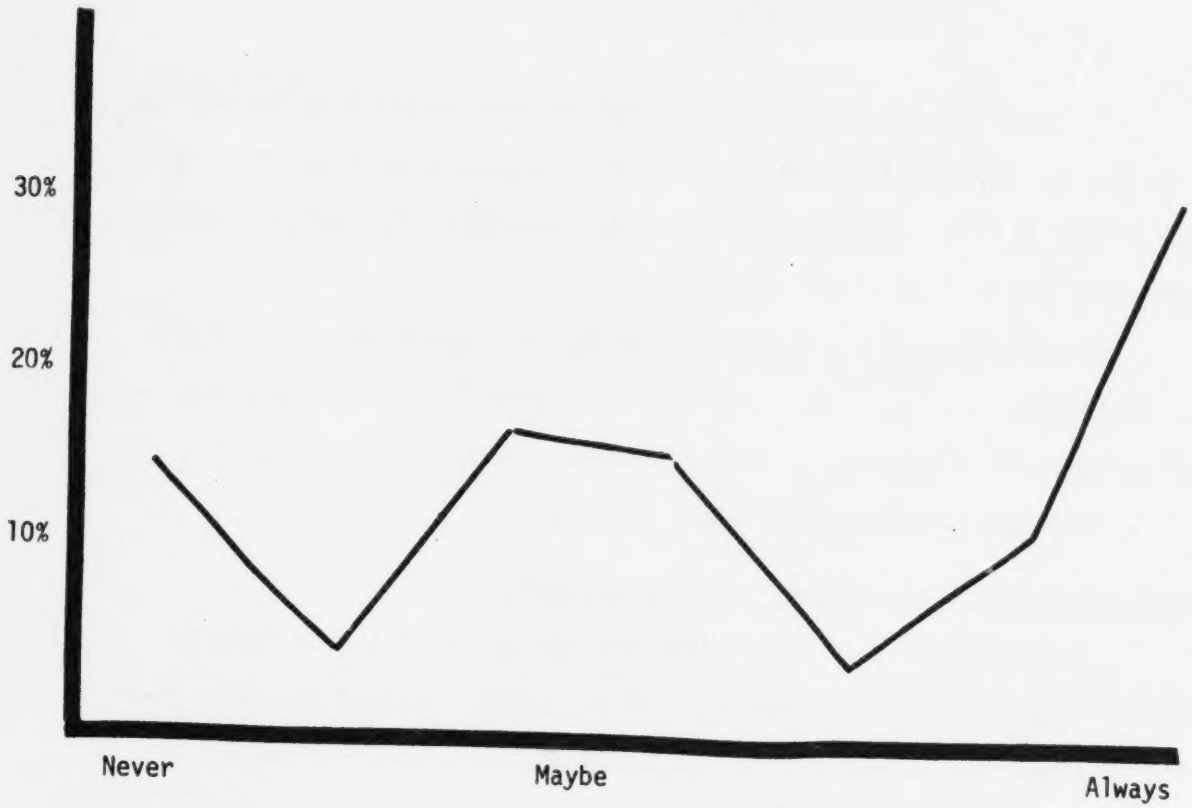
In this chapter a training-need survey of Colorado's youth workers in institutions is summarized and reported. This is followed by a mention of system limitations and is concluded with a summary of training programs being designed, produced, or already presented.

Colorado's Institutional Youth Workers Surveyed

In early spring of 1970, after the various reports from the eleven field researchers had been analyzed and the several sets of dialogues from in-state meetings were condensed and analyzed, one area which seemed in need of investigation was the youth worker himself. That is, we had extracted information from every source except Colorado youth workers, those most in need of training. A survey was prepared by our staff and mailed to 400 youth workers in Colorado institutions. Responses numbered 137. A summary of the more significant responses follows:

Figure A

Acceptance of Programmed Course in Cottage Management
(N = 137 - 12 No response)

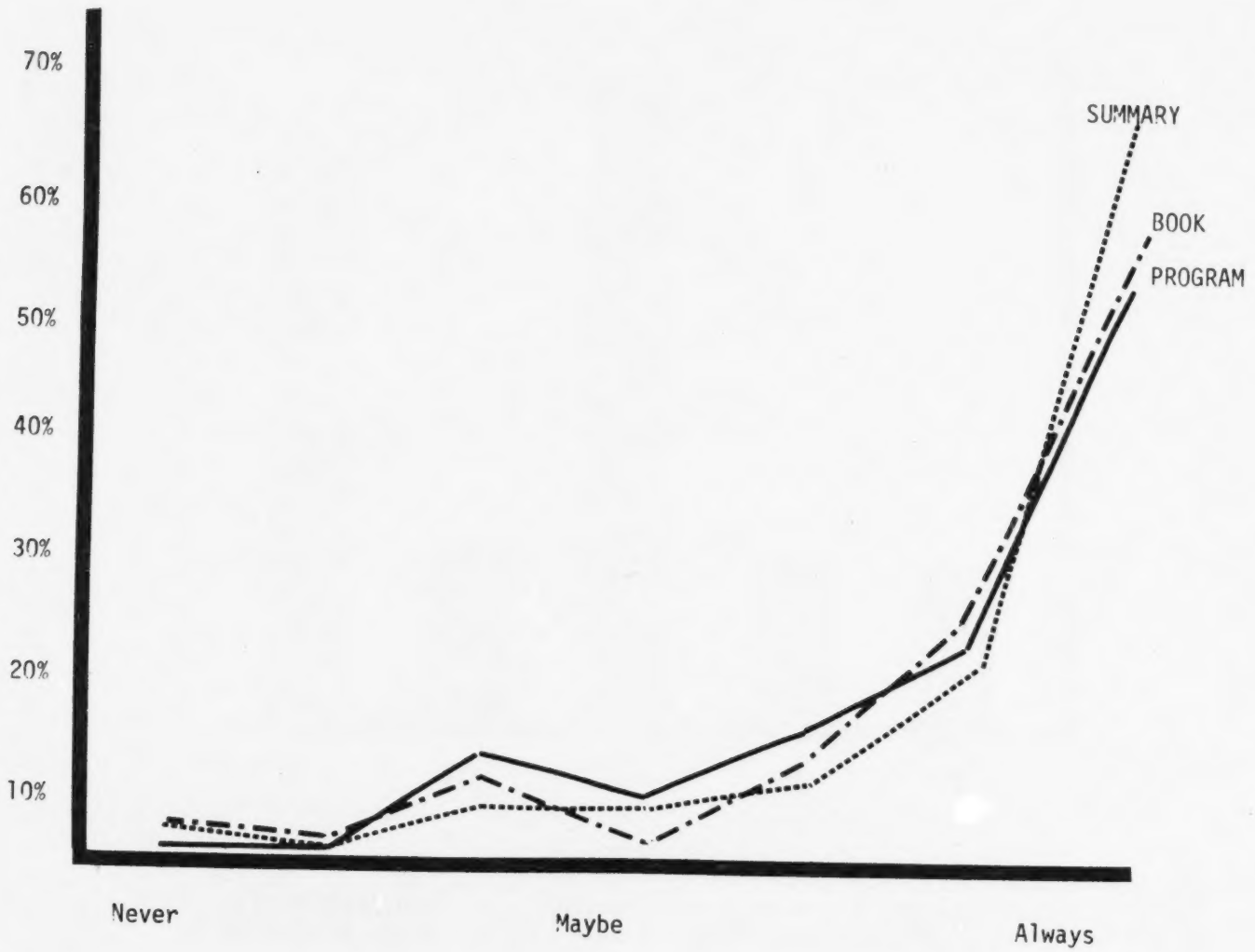


"If the staff of the Training Center was able to develop a programmed learning course in Cottage Management for youth which you could complete at your pace at home and was offered to you free of all charges, would you be interested in the course?"

Figure B

Acceptance of Monthly Announcement for Book,
Concept Summary, and Community Programs
N = 137 8 no response/book
10 no response/summary
3 no response/programs

111

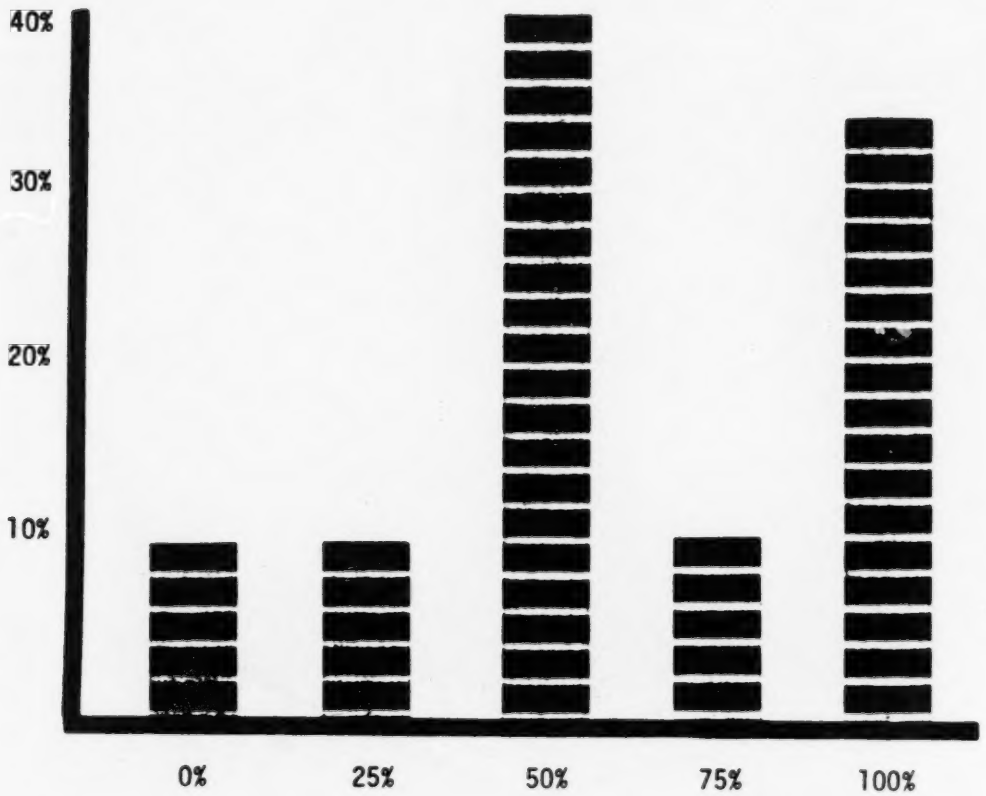


52% prefer mailing to home address
45% prefer distribution in work mailbox
3% prefer posting on bulletin board

"If the Center was able to mail out a monthly announcement concerning a popular and easily read book dealing with such things as cottage management, teaching, adolescent behavior, etc., and offered this book to you at a low cost, would you read the announcement?"

Figure C

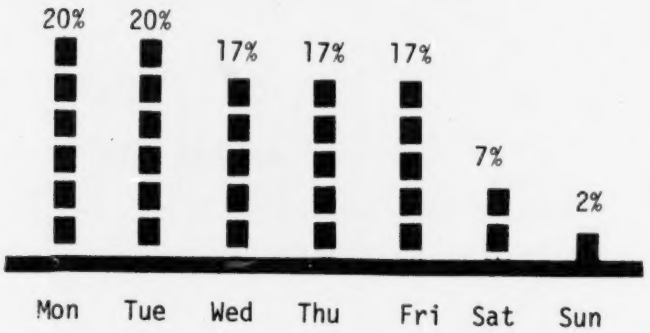
Willingness to Pay % Cost of Book
(N = 137 - 6 no response)



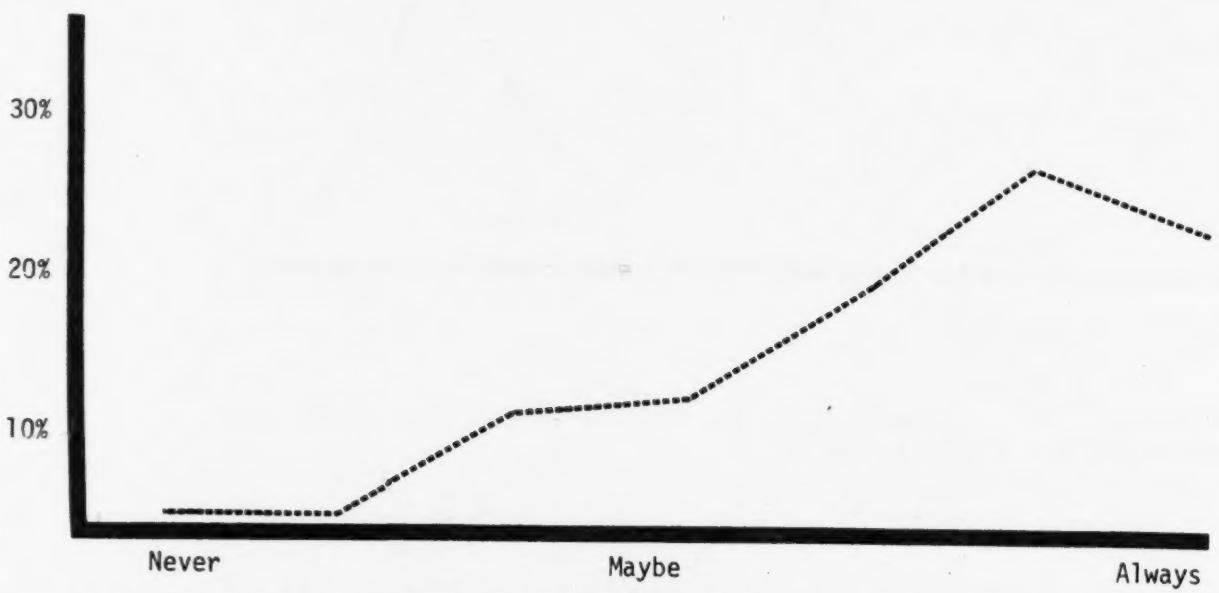
"It may be possible to subsidize some of the cost of each book so that you may only pay postage and a few cents for the book. If the average costs of the book were $1.50, what percentage of this cost would you be willing to pay to purchase it?"

Figure D

Acceptance of Half-Day Training Sessions and
Most Suitable Day for Attendance
(N = 137 - 7 No Response)



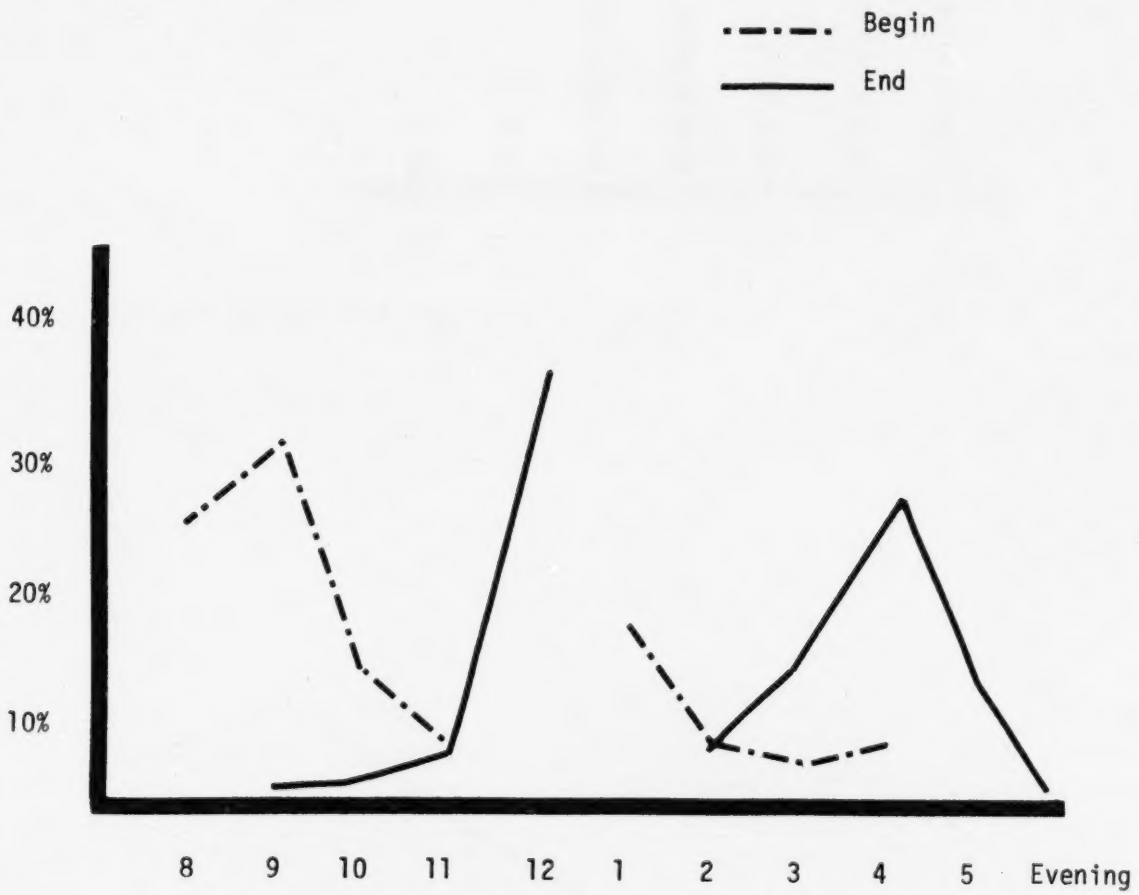
"If frequent one-day or half-day sessions covering subjects of interest to you were offered, what day would be most suitable to you?"



"If frequent one-day or half-day training sessions were offered to you, would you attend if they were in subjects that concerned you ?"

Figure E

Preferred Hours for Beginning and Ending
(N = 137)

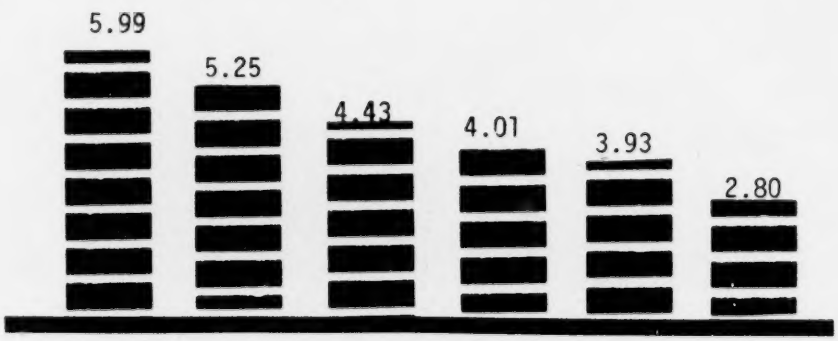


"Of frequent half-or one-day training sessions were offered to you, what hour should the training begin?"

Figure F

Six types of training sessions were presented for ranking. These received weights from 1 to 7 and the average weights were determined. Following is the rank order and average weight received for the types.
(N = 137)

1. Group discussion with knowledgeable leader
2. Movie/slide with lecture
3. TV playback with lecture
4. Lecture
5. Movies
6. Slides



Others listed and rated highly were

Combination of the six	(4)
I-Level	(1)
Field work and supervised instruction	(7)
Demonstration	(1)
Research and Independent Study	(2)

Questions 2 and 6 dealt with appropriate training in a programmed course and the subject of concern for training. The responses were quite similar between these two. The following columns indicate the rank order of subjects mentioned with a numerical tabulation of raw score responses for comparison.

	QUESTION 2	No. Responses	QUESTION 6	No. Responses
1	Treatment	21	Treatment	23
2	Adolescent Behavior	12	Adolescent Behavior	19
3	Psychology	11	I-Level	15
4	I-Level	10	Discipline	8
5	Communications	7	Cottage Management	6
6	Supervision	6	Psychology	5
7	Management	6	Education	4
8	Group Techniques	4	Communication	4
9	Cottage Care	4	Reading	2
10	Discipline	4	Corrections	2
11	Education	4	Community	2
12	Handle Girls	4	Supervision	2
13	Recreation	2	Handle Girls	2
14	Food Services	2	Food Services	1
15	Children's Code	2	Children's Code	1
16	Sensitivity	2	Drugs	1
17	Heating & Air Conditioning	2	Electrical	1
18	Secretarial	2	Recreation	1
19	Corrections	1	Self-Defense	1
20	Ethnic Groups	1	Ethnic Groups	1
21	Regulations	1	Regulations	1
22	Investigation	1	Recidivism	1
23	Intake	1	Management	1
24	Police	1	Intake	1
25	Resources	1	Court Practices	1

Other curricula developed follow similar patterns as the samples presented. To avoid redundancy, they are not included in this chapter.

Research as an Integral Part of the Design of Training Programs

To evaluate training programs and provide for future needs, an on-going research evaluation program needs to be established. This program needs to be sensitive to both material learned and behavior modified. These objectives require that a variety of research procedures be adopted, procedures that on different occasions:

1. Explore job needs of employees. Personal interviews, as well as questionnaires, need to be conducted using as informants both the employees and their supervisors. Data gathered should be directed toward specific job difficulties encountered by the employees. Training center staff can later determine which of these difficulties can be ameliorated by training programs, although on-the-job inspection will be necessary for this determination in some instances.

2. Determine the immediate motivational characteristics of training programs. Questionnaires will be administered at the conclusion of training sessions to determine the immediate reactions of trainees to allow the development of optimum presentation methods.

3. Evaluate the results of training. From one to three months after training (some particular training sessions may demand revision of this time schedule), trainees should be approached and asked what specific aspects of their training they are using on the job. Their supervisor will also be approached and asked about any job performance differences he

has noticed since the training.

Juvenile Court Administrators Training

The following curriculum was designed for a three-day workshop for juvenile court administrators. Two of these seminars were held in Colorado in the spring of 1970, and more have been planned along with follow-up training for all of the participants for 1971-72.

First Day

1. Introduction to seminar, assignments, handouts, group assignments

2. The new job of "Programming Manager" in the juvenile court systems
   A. Moving up in management
   B. Why managers succeed
   C. Why managers fail
   D. Problems managers face, solving problems
   E. Formulas for getting results through others

3. Implications of the Colorado Children's Code to managers
   A. The court and the Code
   B. The police and the Code
   C. The community and the Code
   D. The youth and the Code

4. Management by objectives
   A. Setting objectives
   B. Key areas where planning is needed
   C. Measuring results
   D. "Sticking to" your management responsibility
   E. Manpower needs
   F. Manpower resources

5. Program evaluation and review technique (first part)
   A. PERT in the social sciences
   B. Developing a plan
   C. Decision making in connection with planning
   D. The time-space commitment
   E. Your first PERT chart (PERT out remainder of this training)

6. Managing your staff and others
   A. How to be a better subordinate manager
   B. Building and maintaining a healthy relationship with your boss
   C. Building long-lasting relationships with others in the community
   D. Becoming a team player
   E. "Power" and "Powerlessness", the dilemma of the manager

F. Your clerical staff, your professional staff, delegating, training, motivating, and measuring
G. Understanding your subordinates

Second Day

1. General session and assignments, group assignments, handouts

2. The anatomy of reports and report writing (first part)
   A. The Colorado system of report writing analyzed
   B. Making major changes in the system
   C. Making changes within your own system
   D. Getting others to make the change
   E. Training yourself to make the "best" reports
   F. Training others to make the "best" reports
   G. Incentives for making good reports

3. Human resources that can make you a success
   A. The community resource "bonanza" and getting the "gold" refined
   B. Human resources - majority and minority group relationships
   C. The new generation - how youth view you and how you view them
   D. Making use of "youth as a valuable resource in helping others
   E. Human resources in your own staff
   F. Effectiveness of various staff management techniques
   G. Identifying and controlling "waste"

4. Financial planning and management
   A. Setting financial goals and implementing long-range financial plans
   B. Significance of financial planning "big" and "little" plans
   C. Contribution of financial plan to total management plan
   D. Preparing the budget, presenting the budget
   E. New and unique ways of presenting even the smallest budget; charts, slides, graphs - Walt Disney knew what he was talking about
   F. Spending the budget and accounting for it

5. Program evaluating and review technique (second part)
   A. A hands-on workshop

6. The anatomy of report writing (second part)

Third Day

1. The probation administrator, a profile
   A. Background to research
   B. Career characteristics
   C. Educational background
   D. Training

2. The probation administrator at work
   A. Significant relationships
   B. Problems in planning, financing, personnel
   C. How the administrator uses his time
   D. How the administrator views himself

3. Probation administrators in action
   A. The administrator as a strategist
   B. Methods Utilized.
      1. Compromise
      2. Involvement-commitment
      3. Direct authority
      4. Dilemma management
      5. Expertise
      6. Integration
      7. Manipulation
      8. Invoking standards
      9. Delay

4. The change-capable administrator
   A. Attitudes affecting change
   B. Profile of change-capable administrator
   C. Executive Development

FEEDBACK PROJECT

NOTE: 1. Reading assignments, short project materials, etc., will be distributed during first general session and during sub-sessions.

2. Bureau of National Affairs Films will be shown during some half hour coffee breaks. The suggested series for this three-day Seminar will be "Organizational Renewal" by Dr. Gordan Lippitt.

Para-Professional Youth Workers Developmental Training

One of the most significant findings of the whole curricula development process, was a repeated emphasis on the need for better communication between worker and client. It is an accepted fact that an ever widening schism is developing between various sub-groups and the core society. This is a particularly relevant issue regarding today's youth cultures and the adult establishment. Youth workers, in general, are at a loss to cope with this phenomenon. The evidence, amassed by the field researchers and by local authorities, suggests only one viable route toward dealing with this issue in a training context. This method utilizes direct interaction between people. The more popularized names for the process are called:

sensitivity training, encounter, confrontation, etc. These are emotionally laden words and much of this type of training is unacceptable to workers and administrations alike. However, if one synthesizes these approaches for common denominators, one discovers that face-to-face, direct and individual interaction is involved. There is a mutual looking at and usually accepting of differences. From this base, more positive growth can take place.

The Training Center is limited in respect to the type of training it can conduct. The time is not ripe for the use of sensitivity classes. As a result, we are planning for a less ambitious, but relatively effective, compromise. The proposal, as will be outlined in our grants, includes the hiring of two or three youth in para-professional positions as staff of the Colorado Youth Workers Training Center. The intent is to select former delinquent, disadvantaged or sub-culturally identified youth. Several goals will be served at one time. The youth can play a very real part in the program and operation of the Center by functioning in a variety of professional aid positions. They will receive education and specific vocational training to enhance their own marketability, and perhaps most significant from the point of view of the preceding discussion, they can serve as "Bridge" communicators between worker trainees and the youth populations they serve. These youth, acting as trainers and/or training aides, would bring a natural store of talent to bear on some of the most relevant problems facing us today. More precisely, this includes ability to understand, communicate, and translate the feelings, needs, and problems of the youth culture today.

The curriculum for the training of para-professionals cannot be developed as a set of ABC's for training. The experiences of the para-

professional, as he works side-by-side the regularly assigned training specialists and carries out assignments from them, are many. He is a participant in all types of regular training programs--as a helper, a projectionist, a member of one training team and then another. The curriculum for the para-professional's training is ever changing and richly embellished beyond the greatest expectations of a person attempting to develop some sort of training pattern. Yet, evaluations made of his progress should indicate which of the experiences afford the most meaningful training and which should be eliminated or curtailed.

The curricula outlined, and others developed, involve two types of training--active and support or packaged. The active training presents interaction between trainers and youth workers. The packaged programs utilize modern technologies and the research to provide audio-visual and other supportive packages. These may be presented either by professionals, as supplemental to their training presentation, or by non professional trainers who serve as liaison persons between the youth worker and the training staff. The materials in the audio-visual package may include the presentation of a video-taped training program followed by a discussion. Questions may be generated for answers at a later time by professional trainers. Dialogues, via small casette tapes, have been successfully developed by police staffs and their clients, counselors, and youth. Thus, questions or comments are recorded by the liaison non-professional trainer after a package presentation, and a date is set for a return training session with the same audience. Professional trainers may either attend the next session in person, or may record their

answers to the taped questions, or their comments for presentation at the next session.

Thus, the utilization of video-taped programs programmed learning systems, films, simulation exercises, case studies, in-basket exercises, structured discussion sessions (recorded), will allow the training package to be presented at numerous institutions at relatively small cost.

Summary

We have discussed the needs of youth workers in the area of training and the suggested curricula generated by an extensive research project during 1969 and 1970. We suggested that training be client-oriented, flexible with feedback evaluation designed for rapid changing of curriculum or methodology. Limitations were discussed and mention was made of active and packaged programs.

Colorado and its youth workers began to get a touch of training programs they suggested in the fall of 1970.

As the training programs expand from "what they used to be," evaluations will be made to determine if goals, as defined by administrators, staff members, and clients, are being reached. An ambitious course has been set. Time can generate those answers which provide material for a sequel to this discussion.

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APPENDIX A

AN EXAMPLE OF A TYPICAL FIELD RESEARCHERS NARRATIVE REPORT ON YOUTH WORKERS TRAINING AS AS OBSERVED.

AN EXPLORATORY STUDY OF "SEATTLE III"
A Community Resources Training Institute
WASHINGTON DEPARTMENT OF INSTITUTIONS

A Field Research Report

by

Robert Moffitt, Director, Young Life Partners
Denver, Colorado

to

COLORADO DIVISION OF YOUTH SERVICES

Calvert R. Dodge, Coordinator
Youth Workers Training Center and
Curriculum Development Project

funded by
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
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January 1970

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SURVEY OF COLORADO YOUTH WORKERS
AND
RESULTS OF SURVEY

INTRODUCTION: Seattle III was the third, in-service, community resources training institute operated by the state of Washington Department of Institutions. These institutes are being operated on a federal grant, primarily for corrections personnel in the Department of Institutions. The monthly institutes began in October 1969 and will continue on the present grant until February at which time continuation of the program depends upon further funding.

My observations were made as a participant-observer. In this role I was a trainee in the institute and am consequently able to make my observations from a student viewpoint. This viewpoint should have particularly significant value for the purposes of the Colorado Youth Workers Training Institute since it is the student who must be prepared.

As I observed, the objective of the institutes is two pronged. First, there is an effort to acquaint corrections personnel with community resources. Resources would include institutions, like half-way houses; organizations like minority-group political parties; and sub-group representatives like articulate pimps, unemployed, homosexuals, etc. Second, the program is designed to help trainees understand the life perspective of their clients.

The institute utilized four basic learning techniques. The four techniques were: (1) learning through traditional instruction, or lecture; (2) learning through basic instructors, or client types directly involved in the situations being studies; (3) learning through partiicpation; (4) learning through de-briefing sessions.

TEACHING AND/OR LEARNING TECHNIQUES

The institute lasted five days, Monday through Friday. Participants were required to live at a hotel which served as headquarters for the institute. The hotel, Frye House, is a large, rundown facility in the skid-row section of Seattle. The cheap, musty and cold rooms are typical of a hotel serving lower economic group clientele. Even though their homes may have been in Seattle, trainees were required to reside at the hotel. The purpose was to provide a twenty-four hour living experience in an environment typical of that experienced by individuals the participants served. Living at the institute headquarters also served to speed the development of interpersonal relationships and idea exchange between faculty and trainees. It also served to facilitate scheduling.

Trainees were asked to spend no more than $40.00; $20 for five days of room rental and $20 for food and miscellaneous expenses. Participants were told this total represented a typical average available to lower income persons. Living within thei limit was intended as a learning experience.

I noted that several trainees did not stay within the $40 limit. Also, several who lived within commuting distance of the hotel found their sleeping quarters at the hotel so uncomfortable that they went home at night.

The average institute day lasted sixteen hours. It is my feeling that sixteen hours in any program, irrespective of program value, is a long, long time. Still, I feel that the advantages outweighed the disadvantages of the course's long days. A live-at-home/come-to-class institute would not have had the impact of the learning while living-in situation.

As mentioned in the introduction, the four most used learning techniques were lecture, basic instructors, participation, and de-briefing.

Of these the second and third need amplification.

A. Basic Instructors

Basic instructors are articulate representative-participants of the situation in question--A Black Power representative as an instructor in black attitudes, a homosexual for homsexuality, etc. Following is an example of a typical session. The subject under discussion was prostitution. A sixteen-year-old prostitute was asked into our basement "classroom." We were arranged in a circle around a table where the girl and Tom Admas, Institute Director, sat opposite to each other. Adams opened by introducing the girl to the group and then involved her in an easy conversation regarding her background. When Adams felt it was time, he opened the floor for questions to the girl. Adams played the "understanding ear" role and directed the conversation easily and without pressure into the areas of specifics.

I was amazed at the candidness of the basic instructors - especially in the presence of professional corrections people. I think the key to their frankness was the unusual rapport Adams seemed to have established with these people before our meetings. One factor in the easiness of information flow may have been that this was the third institute for most basic instructors.

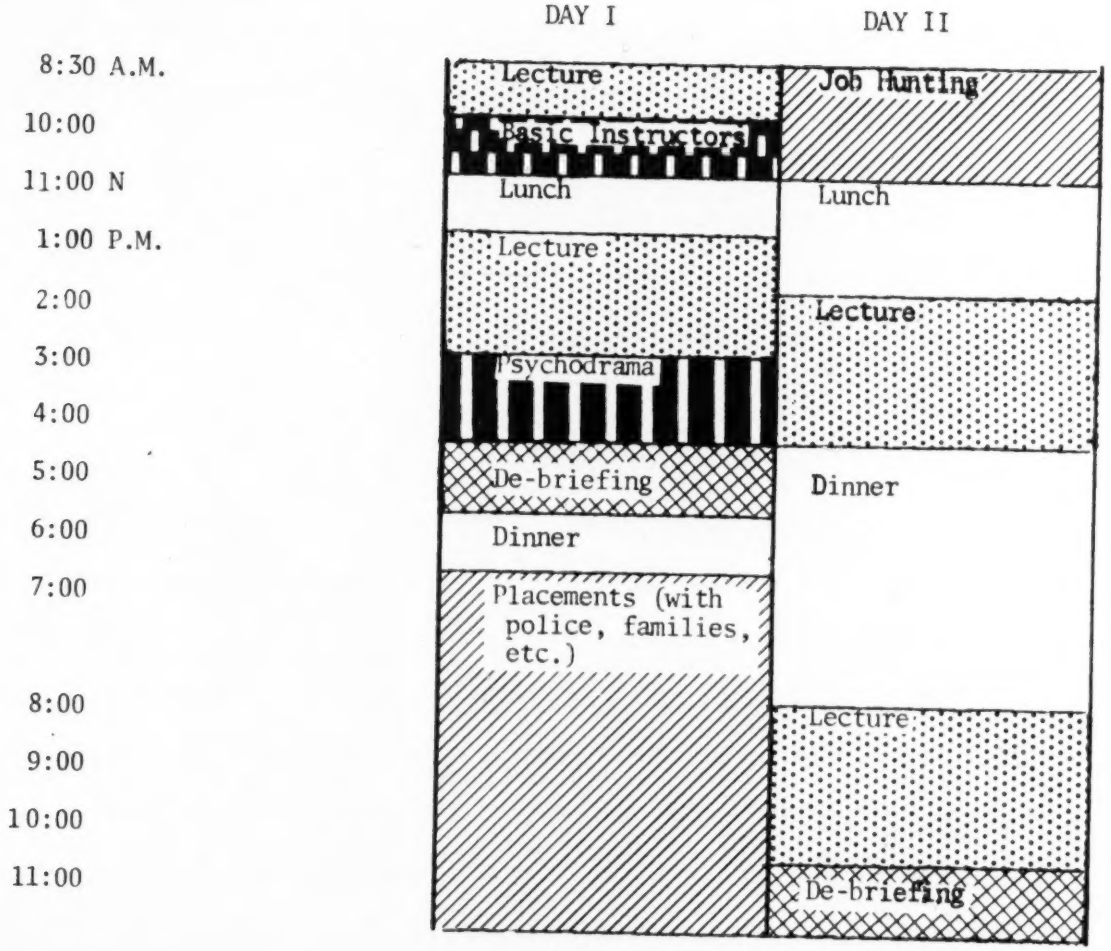
B. Participation

The purpose of participation was to give participants a behind the curtain view, or a client's perspective of community resources and minority peoples. Participation involved the trainees in on-location observation and participation (as much as practical) in life situations of selected institutions or individuals. Living-in in the hotel was one aspect of participation designed to put the trainee into a 24 hour, one week "poverty" experience.

Other areas of participation involved night street walking in hustler areas, riding with night police patrols, staying in the city jail, spending a night in various half-way houses, visiting drug rehabilitation centers, etc. One of the most interesting of the programmed involvements was job hunting with an assumed deficit. For example, one trainee, a probation officer, went job hunting. He pretended to be a former teacher. His deficit was an assumed conviction of carnal knowledge involving a 16-year old high school student. He was unsympathetically turned down during his attempts to land a job and returned to the center more understanding of the adjudicated parolees he sent job hunting. An extension of the participation technique was sharing individual experiences with the group. Each participant was given one ditto master for each of his participation experiences. The participants wrote on the masters a brief description of what they did, and noted their reactions to the experiences. The masters were handed in the morning after the participation experience and copies were distributed to each participant later that day.

TECHNIQUES VARIED

Held in the dimly lit, cold basement of the hotel, class-room sessions averaged two hours. With such long sessions and longer days the types of experiences during the day and from day-to-day were creatively varied to avoid the mental numbing of sameness. For example, I submit two days' schedules in visual parallel for comparison: (See next page)



(Note: A color represents a type of learning activity, i.e., Placements on Day I and Job Hunting on Day II are both the same type of learning activity. They are both participation oriented.)

TECHNIQUES BREAKDOWN

A minimum of 50 hours were spent in actual learning situations. This would not include meal time, coffee breaks, or additional time participants were free to spend (and did) in late evenings or early morning learning

experiences of their own. The following is a breakdown of the percentage of the approximately 50 hours spent in the structural learning techniques:

Lecture: 25%

Basic Instructors: 30%

Participation: 30%

De-briefing: 8%

Films: 3%

Psychodrama: 4%

I feel the participants would rate Basic Instructors and participation highest, then lecture, de-briefing, psychodrama and films, for the order of technique effectiveness.

It is my opinion that, for the time spent, less was learned in the lecture sessions than in any other portion of the institute. The lecturers were good. There was, however, so much of a "getting it second hand" feeling from the lectures that they were not able to compete with the first hand information in the basic instructor and participation sessions.

I also feel that more time should have been spent in psychodrama. The one session of psychodrama we did have was an excellent learning device.

CURRICULUM

The basic thrust of the curriculum is implied by the above discussion of the learning techniques. However, for purposes of expansion I will treat the curriculum blocks as they appeared each day. Curriculum blocks will be handled under the areas of time, presenter, purpose, and comments.

MONDAY

Orientation (lecture):

Time - 1 hr

Presenter - Langston Tabor, institute coordinator. Tabor is a young, black man from a socio-economically deprived background. He was a key man in making contacts with basic instructors. He has participated in VISTA training projects.

Purpose - To define the goals, objectives, and methodology of the institute

Comments - Being almost a basic instructor himself, Tabor was articulate, understanding, and sensitive to his almost all white student population. He would be a good resource person for the Colorado Training Center.

Problems of Seattle (lecture):

Time - 2 hrs

Presenter - Edmund J. Wood, Seattle Model Cities Program

Purpose - To learn about the problems surrounding the urban renewal program in Seattle, i.e., duplication of effort by various agencies; programs not meeting needs of local community; difficulty in evaluating program effectiveness.

Comments: - The value of this session was moderate.

The Detroit Riot (film)

Time - 1/2 hour

Presenter - Film developed for Detroit police training

Purpose - To prepare trainees for following discussion session

Comments: - Film shows police action, looting, fire destruction during riot.

Basic Instructors

Time - 3 1/2 hours

Presenter - About one half dozen representatives of the black community. They varied from Uncle Tom's to militants.

Purpose - To give participants an understanding of various black attitudes toward the establishment, the role of black power, the Black Panthers, etc.

Comments - This cross section of blacks represented widely differing opinions and provided excellent illustration for fact that a given color group cannot be "categorized."

Debriefing

Time - 1 hour

Presenter - One of three faculty members who served as small group leaders for the student population which was divided into three groups.

Purpose - To discuss what had happened to that point, to discuss objectives, to answer questions, to discuss what participants had learned.

TUESDAY
Basic Instructors:

Time - 4 hours
Presenter - Some of the same and some different black community representatives
Purpose - Objective basically the same as the previous basic instructor session
Comment: - Many of the participants were beginning to get up tight with the militant emphasis. I felt it was redundant in relation to what had taken place before.

Basic Instructors:
Time - 4 hours
Presenters - Rev. Mineo Katagiri, a representative of the Japanese community; Mary Ellen Hillaire, a presentative of the American Indian community; Michael Ross, a representative of the black community.
Purpose - To discuss the cultural differences between the speakers' backgrounds and the mainstream culture.
Comments: - Speakers discussed their views of the mainstream culture as they grew up in their minority culture. Their observations were helpful and seemed to be better received than the observations of the basic instructors of the previous sessions. The difference could have been a result of the higher degree of education, participation and consequent identification in the mainstream culture by these participants than the previous participants basic instructors.

De-briefing: See De-briefing

Placements: See Placements

WEDNESDAY:
The Hustlers (panel
Basic Instructors:
Time - 1-1/2 hours
Presenters - Dr. Robert Deisher, Thomas Roessler, Pat Gandy (all three participants had worked or working with hustlers for research and/or counseling purposes)
Purpose - To lay a basic background of understanding for the basic instructor sessions to follow. Panelists shared their knowledge and experience with hustlers.
Comments: - Because the participants had just completed a study in homosexuality (at least one was presently engaged in counseling contact) this sharing session was especially helpful. Previous to their investigation they were about as naive as the trainees. Because of the recentness of their study they were able to share important first impressions and insights.

Basic Instructors:

Time - 2 hours

Presenter - A male homosexual. This man was very articulate. He had worked for years as chief surgical nurse in a major California hospital. He lived for seven years with one partner. He had served a term in prison for bad checks, and was now out attempting to live in the straight world.

Purpose - To understand this particular man's history and views of the straight society with a view to better understand the phenomena of male homosexuality.

Comments: - Though this man was very articulate, he was not, by his own admission, a typical representative of the homosexual community. He was very good in helping the trainees understand the male homosexual, but he was so articulate that I think there would be a danger in thinking he was typical.

Getting a Staff (lecture)

Time - 1 hour

Presenter - Dr. Robert Hunter of the Action Research Center, University of Colorado.

Purpose - To review the objectives and methodology of the institute. To state projected results of the institute.

Comments: - Dr. Hunter is the architect of this institute. He is an excellent communicator. He used his background in this and previous institutes to share what he felt should happen as a result of the trainee's experience.

Basic Instructors:

Time - 2 hours

Presenter - A female prostitute. This girl was 16 years old. She was born in the south, had gone to the big city where she had learned to make money through prostitution. At 16 years old, she was trying to break out of drugs and prostitution.

Purpose: - To understand this particular girl's history and views of the straight society with a view to better understand the phenomena of female prostitution.

Comments: - Though this girl was young, she had a phenomenal amount of experience and was willing to share details of her experiences. This was one of the most helpful basic instructor sessions of the entire institute.

De-briefing: See MONDAY: De-briefing

Placements: See MONDAY: Placements

THURSDAY

The Odyssey: (participation)

Time - 4 hours
Presenters - Potential employers
Purpose - To learn what it is like, through experience, for an individual with a deficit to acquire a job.
Comments: - For the probation-parolee trainees, this was one of the most useful participation sensitizer sessions of the institute. Trainees were sent out to try to get a job. They assumed a deficit as a parolee, recently released from prison. Trainees were sent out into the city on foot from the institute center and given four hours to find a job. Only a few department stores known to be employing for the Christmas rush were put off limits.

Psychodrama:

Time - 1 hour
Presenter - Milton Frank, Mental Health Program Administrator, Department of Institutions, Olympia, Washington
Purpose - To re-enact some of the frustrating job hunting experiences of the morning in order to discover (A) alternate ways of reacting to the frustration producing situations; (B) better ways of counseling deficit clientele
Comments: - This session enabled trainees to see that with proper mental preparation an individual with a deficit had a much better chance of landing a job with a potentially unsympathetic employer. Trainees also saw that they could do a lot to prepare the stage for the job seeker by making first contact with potential employer.

Basic Instructors:

Time - 2 hours
Presenters - A welfare supported, unemployed, white male, household head
Purpose - To understand this particular man's history and views of society with a view to better understanding the unemployed, and the factors that create and maintain the condition of unemployment.
Comments: - This particular male was healthy and able to work and had a high school education. Limited employment possibilities resulting from his lack of skills and education made it economically better for him to receive welfare payments than a pay check. Being,what most of society would consider an employable person, yet an individual who found it economically preferable not to work, this man was able to share through his example the "welfare or work" problem faced by many unemployed.

Rings and Things: (lecture)

Time	- 2 hours
Presenter	- Professor Howard Higman, University of Colorado
Purpose	- To discuss levels of communication barriers that exist within and between the American middle-class culture and minority cultures such as the Spanish American, Inner-city, and black culture.
Comments:	- The lecture gave some very good mental tools for understanding the types and levels of communication that are likely to take place between individuals of the same and different cultures, i.e., the levels of communication likely to take place between a white probation officer and a minority group ghetto probationer.

Debriefing: See MONDAY: Debriefing

FRIDAY:

Storefront: (Film)

Time	- 1 hour
Presenter	
Purpose	- To see what a particular community in New York City was able to do to establish a liaison service agency to bring community services to the people.
Comments:	- I did not feel that the film had any particular value to the purpose of the institute. It was of general interest only.

Genetic Society (lecture)

Time	- 2 hours
Presenter	- Professor Howard Higman, University of Colorado
Purpose	- To discuss environmental factors in various segments of American societies which tend to reproduce certain cultural values and behavior patterns.
Comments:	- Good

EVALUATION

The faculty of the institute made a several-pronged effort to evaluate the learning situation during and after the course. The faculty met together daily to discuss strategy, reactions from the debriefing sessions. Everyday each trainee was asked to submit an evaluation sheet which he commented on each session of the previous day. He was also asked to comment on ideas with which he came into contact during the day,

which he would like to see implemented in his professional experience.

At the beginning and end of the institute, all trainees were given a questionnaire which asked them to describe and list certain value. One question was "If you could have everything just as you wanted it, what would you consider to be the best kind of life for you?" On other questions trainees were asked to rate social and cultural issues. The questionnaires at the beginning and end of the course were identical and were to be used to identify value changes that may have taken place during the institute.

An additional evaluation form was used at the end of the course which asked participants to constructively criticize the program.

COMMENTS:

In regard to the Colorado Youth Workers Training Center, the curriculum of this institute has a value relative to the specific training needs of the trainees. This particular curriculum has more value to the worker whose clientele come from socio-economically deprived adults or young adults. However, I strongly recommend that the learning techniques used in this institute be implemented. I have reference particularly to using the clinical setting, (learning on location); in conjunction with empirical methodology (participation). It should be noted that a valuable aspect of the entire learning experience was the inductive posture of the course. No pat answers or solutions were given as "truth." Each trainee found it his responsibility to formulate his own answers to the problems presented during the week.

It is my opinion that the use of the above learning techniques will, to a significant degree, determine whether or not the training center will be a uniquely efficient tool for preparing youth workers - or just another school.

DIVISION OF YOUTH SERVICES

COLORADO YOUTH WORKERS TRAINING CENTER

TO ALL EMPLOYEES:

January 27, 1970

PLEASE RETURN THIS FORM WITH YOUR COMMENTS AS SOON AS POSSIBLE BUT BEFORE FEBRUARY 4, 1970

The Colorado Youth Workers Training Center is beginning to take shape. Eventually it will have a staff of five people, an information retrieval library, classrooms, etc. as a central location for materials and the handling of services for employees and other youth workers.

Under a federal grant we have been researching the field of training youth workers since October. Included in this research were eleven field research visits by employees and others who gathered ideas to assist us in developing better services for you.

The Center itself is a focal point for training, but many of the available services will include training programs which can be given at various institutions.

It should be remembered that the staff and facilities are being developed on the basis of a policy that includes this important point. Training will be *offered* and those wishing it are welcome. Training will be developed from directions given the staff by the *directors* of the various institutions. Other services may be offered directly to the employee and may be accepted or refused as the employee sees fit.

On February 4 representatives of your institution and others will meet to help us decide priorities for kinds of training and for whom. Regarding some additional services that may be offered to employees we need your feedback on several items. We are trying to avoid a "cram it down the throat" theme. Please help us by circling your choices below:

1. If the staff of the Training Center was able to develop a programmed learning course in Cottage Management for youth which you could complete at your pace at home and was offered to you free of all charges would you be interested in the course?

   Never: Almost Never: Possibly:. Maybe: Frequently: Almost Always: Always:

2. If the staff of the Training Center developed another programmed learning course more fitting to your job and one that you would enroll in what should this training deal with:

   _____

3. If the Center was able to mail out a monthly announcement concerning a popular and easily read book dealing with such things as cottage management, teaching, adolescent behavior, etc., and offered this book to you at a low cost would you read the announcement?

   Never: Almost Never: Possibly: Maybe: Frequently: Almost Always: Always:

4. It may be possible to subsidize some of the cost of each book so that you may only pay postage and a few cents for the book. If the average costs of the book was $1.50 what percentage of this cost would you be willing to pay to purchase it.

   0% ___ 25 % ___ 50% ___ 75% ___ 100% ___

5. If a mail-out service was provided which enabled you to get a very brief idea of important concepts in youth programs once a month such as I-Level classification and Treatment, etc., would you read a one-page summary?

   Never: Almost Never: Possibly: Maybe: Frequently: Almost Always: Always:

6. What subject concerns you the most in which training may be of some help?

   _____

7. If frequent one day or half-day training sessions were offered to you would you attend if they were in subject that concerned you?

Never: Almost Never: Possibly: Maybe: Frequently: Almost Always: Always:

8. If frequent half-day or one day sessions covering subjects of interest to you were offered what day would be most suitable to you?

Monday ___ Tuesday ___ Wednesday ___ Thursday ___ Friday ___ Saturday ___ Sunday

9. If frequent half-day or one day training sessions were offered to you what hour should the training begin?

8 am 9 am 10 am 11 am 1 pm 2 pm 3 pm 4 pm Another time____

_____ (Designate and comment re another time)

10. If these sessions were started at time you designated above and considering coffee breaks, etc., when would you want the session to end?

9 am 10 am 11 am 12 am 2 pm 3 pm 4 pm 5 pm Another time _____

11. Which type of training sessions has meant the most to you in the past: Please rank these

MOST LEAST

_____ _____ _____ _____ _____ _____ _____

1. Lecture?
2. Movies?
3. Slides?
4. Movie/slide with lecture?
5. TV playback with lecture?
6. Group discussion with knowledgeable leader?
7. Other: Designate and rank

12. Would you be interested in hearing about special community programs, lectures movies, etc. which may be significant to your work in a letter or bulletin?

Never: Almost Never: Possibly: Maybe: Frequently: Almost Always: Always:

13. Would you prefer to have such bulletins or letters mailed
    1. Directly to your home address _____
    2. Distributed in your mailbox at work____
    3. Posted on Bulletin board only ____
    4. Other _____

Your comments here please:

Please return this completed questionnaire in the enclosed self-addressed envelope by February 4, 1970. THANK YOU.

ERIC Clearinghouse
DEC 13 1972
on Adult Education